

**USING ESTAFET STRATEGY IN WRITING NARRATIVE TEXT AT THE
TENTH GRADERS OF SMAN 4 PALANGKA RAYA
(an experiment study)**

THESIS



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1440 H/ 2019 M**

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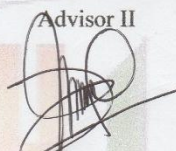
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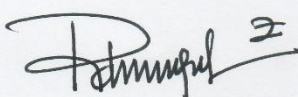
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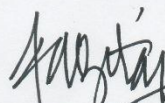
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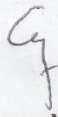
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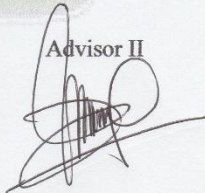
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MOTTO AND DEDICATION

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾

“Indeed, with hardship will be ease.
So when you have finished your duties,
then stand up for worship”
(*Q.S. Al-Insyirah: 6-7*)

This Thesis is dedicated to:

My beloved Father Terman and Mother Megawati for their valuable endless prayer, sacrifice, and support that make me getting more spirit. Only this simple work that I can offer as proof of your success in educating and raise me. My beloved brothers Ugie, Riyady and Sisters Sali, Jemie, and Tinah for their motivation, support, and advice. My beloved nephew and niece Heri Ibrahim, Akbar Ramadhan, Bintang Dias Saputra, Riski Ramadhan, Annisa Asyifa, Raditia, Mutiara Ariska, and Ilham Al Putra.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faithfully



Asna Yanty
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ABSTRACT

Asna, Yanty. 2018. *Using Estafet Strategy in Writing Narrative Text at the Tenth Graders Of SMAN 4 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) M. Zainal Arifin, M.Hum.

Key words: *writing skill, estafet strategy, narrative text*

The study is aimed at measuring effect of Estafet Writing strategy in teaching writing narrative text at the tenth graders of SMAN 4 Palangka Raya. The study was experiment study using quasi experiment design. Main of instruments ware test and questionnaire. The population of this research was the tenth graders of SMAN 4 Palangka Raya. The sample of this research was the students of X-1 as experiment class and X-4 as control class. The experimental class taught by using estafet writing strategy, while the control class taught by using lecturing strategy. The independent sample t-test was used to analysis the data.

The result of the research showed that the estafet writing strategy is effective to teach writing narrative text. From the result of statistic calculation using SPSS program, it is obtained that the value of t_{score} is 4.216 and degree of freedom (df) is 58. In the table of significance 0,05, the value of degree of significance is 1.671. Comparing that value, the result is $4.216 > 1.671$ which means t_{score} is higher than t_{table} . In other word, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. The students response about estafet writing strategy had positive response in helping find creative ideas 73%, improve student learning 56.66%, good communication 70% to use estafet writing strategy in writing narrative text. Therefore, teaching writing narrative text for the tenth graders of SMAN 4 Palangka Raya in the academic year 2018/2019 by using estafet writing technique is effective and have good response to students.

ABSTRAK

Asna, Yanty. 2018. *Penggunaan strategi dalam menulis naratif teks di kelas sepuluh SMAN 4 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) M. Zainal Arifin, M.Hum.

Kata kunci: *kemampuan menulis, strategi estafet, naratif teks.*

Penelitian ini bertujuan untuk mengukur pengaruh strategi Estafet Writing dalam pengajaran menulis teks naratif pada siswa kelas X SMAN 4 Palangka Raya. Penelitian ini adalah penelitian eksperimen dengan menggunakan desain eksperimen semu. Instrumen utama adalah tes dan kuesioner. Populasi penelitian ini adalah siswa kelas X SMAN 4 Palangka Raya. Sampel penelitian ini adalah siswa X-1 sebagai kelas eksperimen dan X-4 sebagai kelas kontrol. Kelas eksperimen diajarkan dengan menggunakan strategi menulis estafet, sedangkan kelas kontrol diajarkan dengan menggunakan strategi ceramah. Uji-t sampel independen digunakan untuk menganalisis data.

Hasil penelitian menunjukkan bahwa strategi menulis estafet efektif untuk mengajar menulis teks naratif. Dari hasil perhitungan statistik menggunakan program SPSS, diperoleh bahwa nilai t_{score} adalah 4,216 dan derajat kebebasan (df) adalah 58. Pada tabel signifikansi 0,05, nilai derajat signifikansi adalah 1,671. Membandingkan nilai itu, hasilnya adalah $4.216 > 1.671$ yang berarti t_{score} lebih tinggi dari t_{tabel} . Dengan kata lain, Hipotesis Alternatif (H_a) diterima dan Hipotesis Null (H_o) ditolak. Respon siswa tentang strategi menulis estafet memiliki respon positif dalam membantu menemukan ide-ide kreatif 73%, meningkatkan pembelajaran siswa 56.66%, dan komunikasi yang baik 70% menggunakan strategi penulisan estafet dalam menulis teks naratif. Oleh karena itu, pengajaran menulis teks naratif untuk siswa kelas sepuluh SMAN 4 Palangka Raya pada tahun akademik 2018/2019 dengan menggunakan teknik penulisan estafet efektif dan memiliki respons yang baik dari siswa.

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *Salam* always are bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Sabarun, M.Pd and M. Zainal Arifin, M.Hum, for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of my thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom I got in-depth knowledge of English and English teaching.

8. The principal of SMAN 4 Palangka Raya, Yenihayati, S.Pd., M.Pd for his permission to take research at the school.
9. Her classmates of Study Program of English Education, especially the 2018 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.
10. Her beloved parents, Terman and Megawati, for your moral support and endless prayer so that I am able to finish my study. May Allah SWT bless you all. *Aamiin.*

Palangka Raya, February 14th 2019

The Writer,

Asna Yanty
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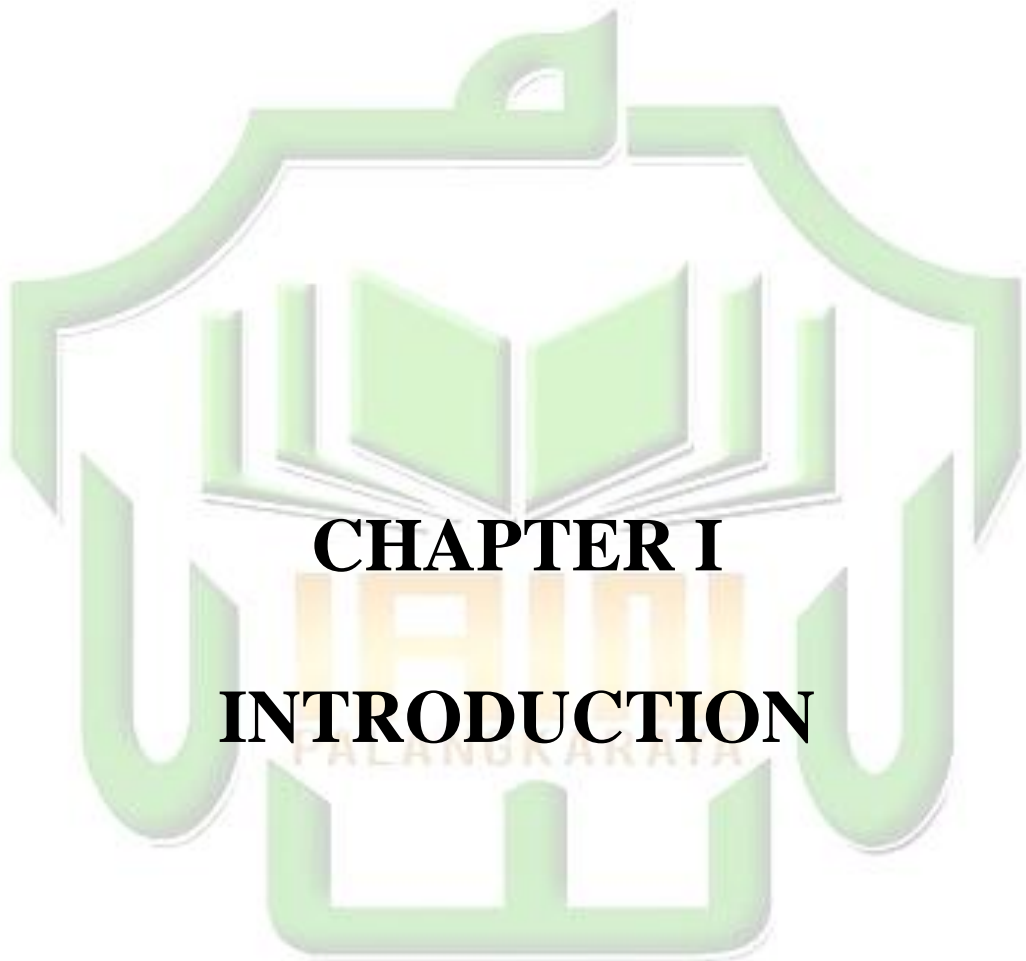
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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

A. Background of the Study

In this world there are different ethnic, nation, and language. In other people be able to know each other by use language. Language is a communication tool as statement and expression that has meaning through human articulation. It means that someone use language to communicate, share idea, feeling, and information to other people. It is the function of language as communication tool. Rohmani (2012, p. 4) state:

“In essence language is a natural activity that is the same as breathing is not in the first thought. However, if it is thought that if it doesn’t speak and doesn’t engage in an act of language, then its identity as a human will 46 other beings”.

Larsen (2003, p. 2) states that language is a means of interaction between and among people. Here, it has function as a tool that connects others with the surrounding. Without language the people cannot interacts other people. Language can be a tool for communicating in different places as well as with different cultures, with the language persons can get the information. In every country there are many different languages, but there is a language that made as an international language that is English.

English is a one of international language that must be used to communicate with other people from countries in this world. In each countries in the world regard English as a second and foreign language to be learn. In Indonesia, English is the foreign language, which is taught and learns from elementary school until university.

Sabarun (2011, p. 41) states the main aim of teaching English is to develop the four language skills, i.e. listening, speaking, reading and writing. Writing is one of the four language skills which should be developed in teaching English. Each of these skills is closely related to the other three skills in variety of ways. In acquiring language skills, usually go through a regular sequence of relationship. Writing is one of the important skill in English learning. Writing is a language skill that is used to communicate indirectly, not face to face with others. Writing is a activity productive and expressive.

Writing is one of difficult subjects at school. Boardman (2002, p. 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Therefore, the teacher must create the subject that students can study easily. Besides, the kind of text also is important in teaching English to make the teaching of writing successful. To choose an appropriate text, the teacher must consider characteristics of the students, which directly related to learning process. Therefore, teachers should find out a solution to the problems through interesting strategies such as using game to make students motivated and interested in material during the teaching and learning process.

According to Dwiana (2018, p. 20) the difficulties are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. Moreover, the atmosphere in the class also influences the students to write. When the atmosphere of the class is not conducive, it will make the students bored.

Writing skill usually begins in Junior High School but there are some that begin in Elementary School. The writing lesson usually starts from simple sentence and then it is continued in higher level that the material will be more difficult, from making sentence,

developing sentence into a passage and finally making a paper. To support their skill writing, the student must also improve their vocabulary and grammar structure.

According to Powell (2009, p. 13) writing is hard to see because it governs our thoughts, and hard to talk about because of the lack of consistent names for real categories. Writing is a system of marking with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in mother tongue and foreign language. Writing is the most complex one compared to the other three skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic, and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels

According to Brown (2001, p. 335) writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that are not every speaker develops naturally. The upshot of the compositional nature of writing is writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to procedure a final product that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

Form of writing skill is narrative text, descriptive text, and argumentative. Writing narrative text is one of the material give to students from junior high school, but in reality there are many students not understand about narrative text.

The tenth grades students of SMAN 4 Palangkaraya have difficult in learn English, because they do not have encouragement or motivation. Motivation is conscious effort to move, direct, and maintain a person's behavior so that he is motivated to do something to achieve a certain result or goal. That can realize them about the importance of English learning. So, their English skills are not mature. Including in the study of narrative text material. Narrative text is one kind of story genre that most commonly read. There are many kinds of narrative text, such as fable, legend, myth. Narrative text tells story with a beginning, middle, and end by using the elements of setting, characterization, plot, and theme. By using narrative text in the classroom, teachers can design lesson for students to use estafet strategy.

From the above explanation, writing is a complex skill compared with other skills. In writing the aspects include the use of vocabulary, structure of sentence, composition of the sentence, and spelling. Teaching a foreign language especially English is not as easy as teaching the first language, because the students will certainly face many problems. So, if the teacher or students learn a second or foreign language, so they will meet many strategy of teaching appearing to help teachers and learners in teaching learning process.

One of strategies to motivate students in learning writing is by using a strategy. The strategy can make students more active and creative in learning writing. Therefore the researcher try to find a strategy in teaching writing namely is estafet strategy. Estafet writing is one kind of technique to teach English, especially teaching writing.

The researcher wants to conduct a research entitled **“Using Estafet Strategy in Writing Narrative Text At the Tenth Graders of SMAN 4 Palangka Raya” (an experiment study)**

B. Research Questions

1. What is the effect of using estafet strategy in writing narrative text at tenth grade student of SMAN 4 Palangka Raya?
2. How do student respond about estafet strategy in writing narrative text at tenth grade student of SMAN 4 Palangka Raya?

C. Objective of the Study

Regarding the statement of the research problem, this study aims at investigating

1. To know the effect of using estafet strategy in writing narrative.
2. To know student respond about estafet strategy.

D. Scope and Limitation

In this study, the researcher focused in using estafet writing strategy in teaching narrative. The material of lessons that is choose by using estafet writing are writing a legend story. Legend story is the traditional story or group of stories told about a particular person or place. Formerly the term legend meant a tale about a saint. Legends resemble folktales in content: they may include supernatural beings, elements of mythology, or explanations of natural phenomena, but they are associated with a particular locality or person and are told as a matter of history.

E. Significance of the Study

From this study, the researcher really hopes that there will be some benefits to the researcher and the readers in general. The benefits are theoretical, practical, and pedagogical contribution.

1. Theoretical Significance

The benefit of this research is researcher gets new experience in teaching writing of English narrative text in Senior High School. By this research, the researcher learns how to improve the students writing skill especially in writing narrative text by using estafet writing to the Senior High School.

The results of this study give the contribution to the teaching and learning English and to get solution for students' difficulties in writing a narrative text and to make the teacher choose this strategy to enhancing students' ability in writing a text. The result of this study are also to add knowledge about estafet writing strategy of teaching writing skills to write narrative text.

2. Practical Significance

Practical is the benefit of study concerned with actual doing or use of something rather than with theory and ideas. Practical, this research can give benefit for students, English teacher, and other researcher.

- a. For student, by this strategy the student can enhancing their ability in writing and with this strategy they do not boring when study English.
- b. For English teacher, as a leader of teaching and learning process can using this strategy to make their student motivated in English learning.
- c. For other researcher, it helps the next researcher getting information for further relevant study.

3. Pedagogical Significance

Pedagogical is the discipline that deals with the theory and practice of teaching and how these influence student learning. Pedagogy informs teacher actions, judgments, and teaching strategies by taking into consideration theories of learning,

understandings of students and their needs, and the backgrounds and interests of individual students. Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.

F. Definition of Key Term

1. Writing Skill

According to Cheryl (2013, P. 1) writing as a process of expressing ideas or thoughts in words, should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Writing skill is a basic language skill just as important as speaking, listening, and reading. Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers (Caroline, 2005, p. 98). From oxford dictionary writing is the activity or occupation of composing text for publication.

2. Estafet Strategy

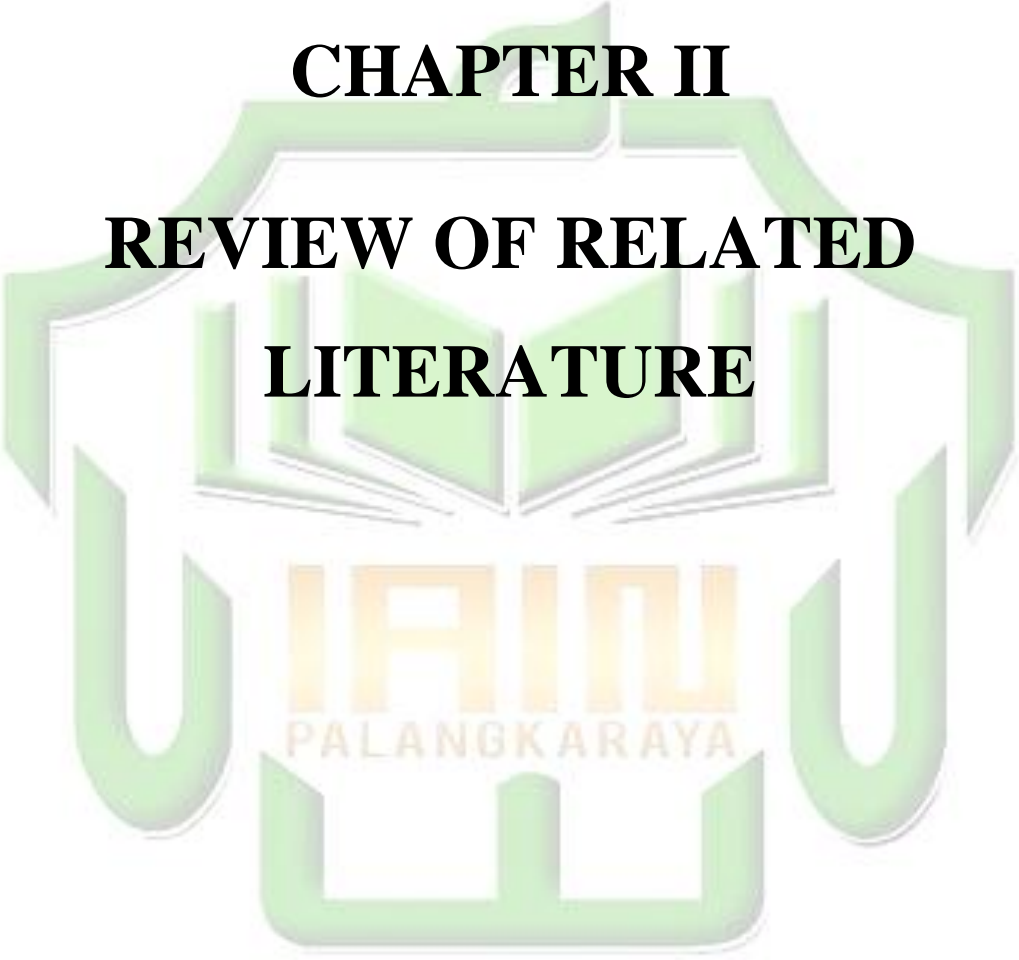
Estafet strategy is one method active learning or learning by doing that aims to make learning class become active and fun (Cahyono, 2011, p. 14). According to Andika (2017, p. 37) estafet writing is a strategy in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually.

3. Narrative Text

Narrative text is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story (Permana , 2013, p. 20). According to Mislaini (2015, p. 3) Narrative Text is the text

that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. From oxford dictionary narrative is spoken or written account of connected events a story.



The logo of IAIN Palangkaraya is a green shield-shaped emblem. Inside the shield, there is a stylized representation of an open book with green pages. Below the book, the text "IAIN" is written in large, bold, orange letters, and "PALANGKARAYA" is written in smaller, orange letters underneath it.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To support this researcher , I explain a theoretical framework related to the topic of this research. The theoretical framework is relevant theories that can be used to explain the variables to be studied, as a base to give temporary answer to the research question and the preparation of research instruments.

1. Writing

a. Definition of Writing

In English there are four skills that should be mastered. They are listening, reading, speaking, and writing. Caroline (2005, p. 98) state writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers. It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely.

According to Utami (2013, p. 23) writing is the expression of language in the forms of letters, symbols, or words. The primary purpose of writing is communication. Writing is an activity of delivering messages (communication) with the use of written language as the tools.

For many people, writing is a difficult skill to be mastered. In writing, the writer has to know how to put a sentence together accurately. The other difficulty is the writer has to know how to use appropriate word for different types of writing. Many students also get the

difficulty when they try to organize and sequence their ideas. Because writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow (Jill, 2008, p. 117)

Writing is one of language skill which is defined by Brown (2001, p. 335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. From the statement above, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Once again writing is used to help students perform a different kind of activity (in his case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real messages in appropriate manner (Harmer, 2004, p. 34).

From the definitions above in my opinion, writing is an activity that someone does to express an idea or as a forum for conveying ideas that use writing as a tool. So here writing serves as a means of conveying the idea.

Basically the principle of writing is as a means of indirect communication. Writing is very important for education because it allows pre-school thinking. By writing we can write down ideas or our ideas.

As one of language skills, writing is skill that difficult and complex. Writing skill is the most important thing from other language and writing skill is one of the language skills help by someone after learn listening, speaking, and reading. Writing skill not just the ability to write a symbol or word by word, but writing skill is the ability to pour the ideas into written language which later can convey information in the form of writing.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face. Writing is more complex skills than the other skills. Writing is the activity to arrange and produce written form well and correctly on language component.

Writing has a very important role for human beings. Writing is one means of communication as well as speaking. However, in practice the use of language in writing is not the same as oral communication. This is because the language is used functionally the use of media interaction, writing activities require skills and proficiency in managing using the language, work with organized steps, ideas systematically as well as expressing expressly. So, writing skill is an activity that a person undertakes to express thoughts and feelings by exploring knowledge and experience through written language.

Writing ability can be divided into three, namely reproductive ability, receptive, and productive. Reproductive ability is to copy text from a book or note on the board. The purpose of this activity is to familiarize the students write the words in a foreign language. Then receptive namely the ability to write based on the responses of others are willing to

accept and copy the answer given by others. The last, productive ability, the ability to write in which a person is able to produce fruit based on writing personal thoughts or ideas not from copying activities.

b. Writing Process

According to Harmer (2005, p. 4-6), the writing process is divided into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

1. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

2. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

3. Editing (Reflecting and Revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestion. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

4. Final Draft

It is the last stage of the writing process when the written text is ready to send to its intended audience.

c. Writing Assessment

Logically, the assessment of writing is no simple task. Handwriting ability, spelling, grammatically, paragraph construction, development of main idea, and many more are possible objectives and each objective can be assess through a variety of tasks (Brown, 2001, P. 218).

Brown (2001, p. 4) states that assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Test are prepared administrative procedures that occur at identifiable times in curriculum when learners master all their faculties to offer peak performance, knowing theta their response are being measured.

Assessment, on other hand, is an ongoing process that encompasses a much wider domain. Then test, are sub-set of assessment, they are certainly not only form of assessment that a teacher can make. Test can be useful devices, but they are only one among many procedures and task that teachers can ultimately use to assess students. And at a glance the

assessment is wider than the test. Test can be the assessment but the assessment is not always a test.

In this research, the researcher uses analytic scoring to assess the students writing task. Analytic scoring of composition offers writers a little more wash back than single holistic or primary score. Score in five or six major elements will help to call the writers' attention to areas of needed improvement. Practically is lowered in that more time is required for teachers to attend to details within each of the categories in order to render a final score or grade, but ultimately students receive more information about their writing.

Table 2.1 The Scoring Guidance

No	Categories	Score	Criteria
1	Content	30-27	Excellent to very good: Knowledgeable substantive thorough development of thesis relevant to assigned topic.
		26-22	Good to average: some knowledge of subject adequate range limited development of thesis mostly relevant to topic, but lacks detail.
		21-17	Fair to poor: limited knowledge of subject, little substance inadequate development of topic.
		16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent.
2	Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
		17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
		9-7	Very poor: does not communicate, no organization.

3	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice and usage but meaning not obscured.
		13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice and usage, meaning confused or obscured.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4	Grammar	25-22	Excellent to very good: effective complex construction: few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		21-18	Good to average: effective but simple construction. minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	Fair to poor: major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions, meaning confused or obscured.
		10-5	Very poor: virtually no mastery of sentence construction rules dominated by errors does not communicate.
5	Mechanics	5	Excellent to very good: demonstrates mastery of conventions: few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
		2	Very poor: no mastery of conventions: dominated by errors of spelling, punctuation, capitalization, etc.

Source: Jacobs et al in Hughes (2003, p.104)

The explanation of writing elements in analytic scoring

- a. Content : the agreement with the title chosen.
- b. Organization : paragraph unity, coherence, and cohesion.
- c. Vocabulary : the precision of using vocabulary.
- d. Grammar : tenses and pattern
- e. Mechanics : spelling and punctuation.

The researcher chooses analytic scoring to analyze the students score. In analytic scoring, scores in five elements will help to call the students' and teachers' attention to areas of needed improvement. For students, it provides feedback on specific aspect of their writing, while for teachers; it gives diagnostic information for planning the following instruction.

Based on the theories above, it can be concluded that writing is the most difficult skill for the English learners as the second language to be mastered. The difficulties are life the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. The components that can be assessed in writing skill are selecting appropriate vocabulary, organizing information, generating ideas, making grammatical sentence, punctuation spelling and mechanics

1. Estafet Writing Strategy

a. Definition of Estafet Writing Strategy

According to (Syathariah, 2001, p. 41-42), estafet writing is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates. Estafet writing is a technique in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually. Estafet writing also gives a chance for all group members to revise their work. This technique aims to make the students associate learning as a fun activity (Heriawan, 2012, p. 147). The students are given the freedom to express their imagination through imaginative writing produced together with classmates.

This strategy can make student actively learning together, in group or individually. Estafet strategy usually used to write short stories. So, in this study the researcher used estafet strategy for writing narrative text by using a theme that is done in groups. Estafet writing is one of the innovative learning techniques are able to increase the motivation of the students in the developing the imagination to write and the courage of students began expressing ideas or opinions. The students become more creative to develop her/his thinking.

The advantages of estafet writing strategy by Syathariah (2011, p. 43) are:

- a. Make the students enthusiastic in the learning process.
- b. Creating a more pleasant learning atmosphere.
- c. The students are more careful in implementing the learning process.
- d. Studying in a groups by using estafet wrting technique can motivate the students who have difficulties in writing an essay

- e. In learning process of writing short stories, poetry or essay, the students can be active poured his or her imagination, passing sentences first written by his or her friends.

The weakness of estafet writing strategy by Supendi (2008, p. 120):

- a. In estafet writing technique the time is limited.
- b. In the estafet writing technique the students feel rush.
- c. Classroom atmosphere tend to be noisy, because the students are active learners. This can be overcome by the teacher, the teacher should be readily assist help the students who get confused, the students must also pay attention to the teacher explanation.

Estafet strategy is one of the methods in learning that can increase students motivation and develop the imagination to write their ideas or opinions. Estafet strategy can make student more creative. Estafet writing strategy is a learning method that requires learners to think high level based on real problems.

b. Steps of Estafet Writing

Learning using the method of estafet writing is the learner working in the group each group member puts his feelings into one text with the same theme and title.

According to Syathariah (2011, p. 42), steps of estafet writing learning technique as follow: Before starting the estafet writing strategy, the teacher explains the material to be learn.

- a. Teacher asks the students to make groups 6 students.
- b. After that, the teacher asked the students make an opening sentence.

- c. After the students make an opening sentence, the students become the first person. Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.
- d. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
- e. After the second students finish, the teacher asks the student to count again to the next students in the right, so it goes clockwise, until the time is up.
- f. After the time is up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
- g. Teacher asks one students to write the essay result on the board.
- h. Teacher and the students correct the incorrect sentence together.

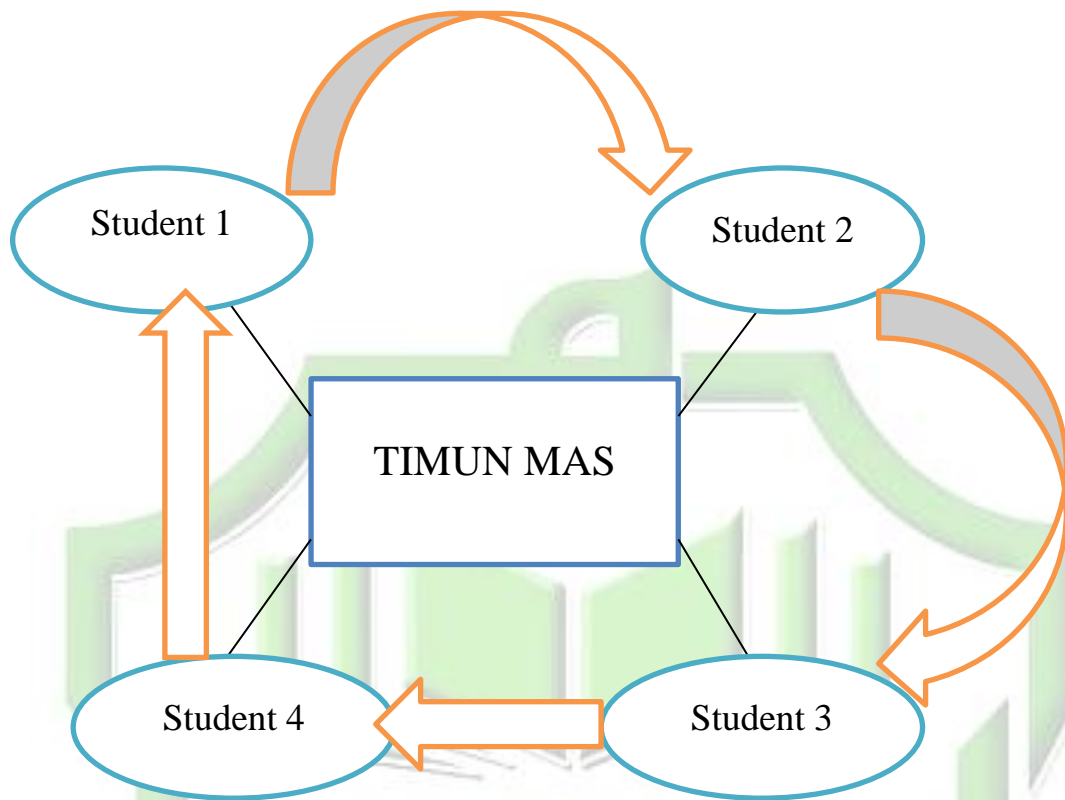


Figure 2.1 Model of Estafet Strategy

2. Narrative Text

a. Definition of Narrative Text

Anderson (2003, p. 3) defines narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story.

From the argue above, it can be concluded that narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order.

Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

Narrative text is one kind of story genre that most commonly read. There are many kinds of narrative text, such as fable, legend, and myth. Narrative text can't be said that it is simply about entertaining a reading audience. So, narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

b. Generic Structure of Narrative Text

The steps for constructing a narrative text are:

1. Orientation

Every story needs an orientation although how simple that story. Because orientation is an introducing about character, time, and place that will be told in the story. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.

2. Complication

This part, crisis in the story arises. The story is pushed along by series of events which the reader expects some sort of complication or problem to arise. This complication will involve the main character and often serve to (temporarily) toward them from reaching the goal.

3. Resolution

The complication that happened in the story will be resolved in this part. The complication may be resolved for better or worse. But rarely the complication left completely unresolved to leave the reader wondering how the end is.

c. Language Features of Narrative Text

There are some language features in narrative text those are:

- a. Nouns that identify the specific characters and places in the story.
- b. Adjectives that provide accurate descriptions of the characters and setting.
- c. Time words that connect events to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before.
- d. Verb to show the action that occurs in the story. The tense used in general is past tense.

According to Purnamawati (2011, p. 11-13) states that language features of narrative text are:

- a. Using processed verb
- b. Using temporal conjunction, example: one day, a week, later, then long time, long time ago, when, etc.
- c. Using simple past tense, example: lived, stayed
- d. Using noun phrase, example: long black hair
- e. Using pronouns, example: I, me, they, their, it, its, etc.
- f. Using nouns, example: tree, road, stepsister, housework
- g. Using saying verb, example: said, told, promised

B. Related Studies

There are some related studies to the topic. First, a study conducted by Gabriel Hubu Piga (2017), “ Improving The Eleventh Grade Students Of SMAN 1 Rajjua In Writing Narrative Text Through Estafet Writing Teaching Model In Academic Year 2016/2017”.

This research used classroom action research is a way for teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Action research involves some stages, those are planning a change, acting, observing the process of change, and reflecting of the process. The aims of this research is to improve students writing narrative text using estafet writing teaching model. This research was conducted in three cycles and two meetings in each cycle. The data were taken from observation, and test. The data analysis was done using mix method namely quantitative and qualitative method. Quantitative method will used to analyze data from test in order to know the students' improvement after the action or success in result, while qualitative method used to analyze the data from observation in order to know success in process. The research result shows that the students writing was improved in every cycle. It can be seen in their mean score of test result of every cycle such as the mean score in the cycle 1 was 12.5, cycle 2 was 75, and cycle 3 was 80. The result of observation also shows that the students more active, enjoy and have positive response and good cooperation team. Estafet writing teaching model can make the teaching and learning process funny and not boring, make students to have free drawing their ideas in a text, can improve students' motivation in developing their imagination to write a text, and growing up students' braveness in starting their imagination to write a text.

The result showed that there were positive response from the students after being taught using estafet writing teaching model. The positive responses are the students more active, and enjoy in the writing process. The students also can build their responsibility and good cooperation in team. Besides, the students can understand the material and produce a good narrative text.

The similarity this research with my study is that both used estafet writing strategy. The difference of this research with my study is on the data analysis. The data analysis of this research is mix method namely quantitative and qualitative, while my data analysis is quantitative. This study is relevant to my study in exploring estafet writing strategy.

The second study conducted by Septya Nugrahanto (2012) "The Effectiveness Of Estafet Writing Strategy In The Writing Short Story For nine class of junior high school. This study aimed to: (1) identify the short story writing skill there is significant between students who learning whith Estafet Writing strategy and students who learning with the conventional strategy for students grade IX and (2) test the effectiveness of the Estafet Writing strategy in the learning of short story writing for grade IX students of SMP. This is quantitative study with quasi experimental method using control grup pretest and posttest design. The population of the research are students grade IX SMP Negeri 4 Wates. The data analysis technique using t-test. The analysis assumption test are tests of normality and homogeneity. The result obtained are as come once. First, there are significant differences of writing short story skill between experimental group and control group, showed with t-test posttest both of the group with value of $P < 0,05$ ($0,000 < 0,05$) in degree of significant 5%. Second, Estafet Writing strategy is effective in short story learning, showed whit t-test

pretest and posttest in experimental group with value of $P < 0,05$ ($0,000 < 0,05$) in degree of significant 5%.

The similarity with my study is employing estafet writing strategy and research method. The difference with my study is on the subject and object will research. In this study she used short story as subject and junior high school as object. While my study used narrative text as subject and senior high school as object.

The third study conducted by Mahmudah Rangkuti (2017) "The Use Of Estafet Writing Method To Improve Students' Ability In Writing Narrative Text At The 8 Grade Students Of SMPN 17 Medan". This research used Classroom Action Research that adapted from Kurt Lewin's design that consist of two cycle. Every cycle consist of four phases, those are: planning, acting, observing, and reflecting.

Based on the result of research demonstrated that the implementation of the estafet writing method in the teaching and learning process of writing become writing more active and more interesting and the students' ability in writing narrative text was improved. It is proven by the result of observation during the action and also proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, there is no one students who passed the Minimum Criteria Accomplishment. In the posttest I, there were 5 (13.51%) students who passed the Minimum Criteria Accomplishment and in posttest II there were 22 students or (59.45%) who passed the Minimum Criteria Accomplishment. Therefore, it can concluded that estafet writing method is one of effective method used in learning English writing.

The similarity with my study is using estafet writing strategy, the difference with my study is on research method and object will research. In this study using qualitative and

the object of this study is junior high school level. While my study using quantitative method and the object is senior high school level.

The fourth study conducted by Zulfah Ariyani (2015) “The Use Of Estafet Writing With Chained Picture To Improve Students’ Writing Skill On Narrative Text”. This research was a Classroom Action Research (CAR) done through two cycles. The subject of this research was the X MIA 2 students of MAN 01 Kudus in the academic year of 2015/2016. The data were obtained by observation, test, and questionnaire.

The result of this research showed that the students’ mean score in the preliminary research is 51.92 or 15.4% students achieved the minimum standard score, the students’ mean score in cycle 1 63.92 or 43.5% students who achieved the minimum standard score (KKM) and the students’ mean score in cycle 2 is 72.25 or 82.5% students who achieved the minimum standard score (KKM). Related to the observation and questionnaire result showed that there were positive responses from the students after being taught by using Estafet Writing with Chained Picture. The positive responses are the students more enthusiastic in learning narrative text, and doing the assignment. The students also can build their responsibility and good cooperation in team. Beside it, the students can understand the material and produce a better narrative text. The result of this research can be used as reference to the English teacher and the next researchers in order to improve students’ writing skill.

This research has found out the improvement of students’ writing skill on narrative text and the students’ positive responses after being taught by using Estafet Writing with Chained Picture at the 10th grade of MAN 1 Kudus in the academic year of 2015/2016.

The similarity with my research is used estafet writing strategy and the subject of the research. The difference with my study is combining between estafet strategy with chained picture in write narrative text and the research method will use, in this study using qualitative research. While my research just using estafet strategy and using quantitative research.

C. Conceptual Framework

Mahmudah Rangkuti (2017, p. 46) "state writing is one of the four languages is also very important and influential in a person's ability to speak English. Writing is an activity to deliver messages or communicate with using paper as a medium. Many people said that writing was the most difficult language skill than the three other skills. This is evidenced by the number of students as learning difficulties in writing, especially in English learning".

The learners of SMAN 4 Palangkaraya still have difficulty in mastering writing skills in English. Whereas for learning foreign languages, especially English writing is an important skill in mastering the language. Because in learning the foreign language they not have motivation that makes them aware the important of English learning. This case known at the time of observation, the teacher uses lectures and only ask the student to do the task in English learning. That can make learning process in the classroom to be less attractive and make students lazy and lackluster moreover they assume that the English language was very difficult.

Based on the condition of class X students of SMAN 4 Palangkaraya, is expected that there are some learning methods to improve English writing skills. Estafet Writing strategy assumed can be used in learning English writing. Estafet writing strategy is a strategy of active learning where students do writing activities in a chain or another continued to connect. Students will complete a writing in groups. Starting with the first

student to write a sentence related to the material provided later continue by a group of their friends and so on until finished.

To make it more clear the conceptual framework above can drawing as follow:

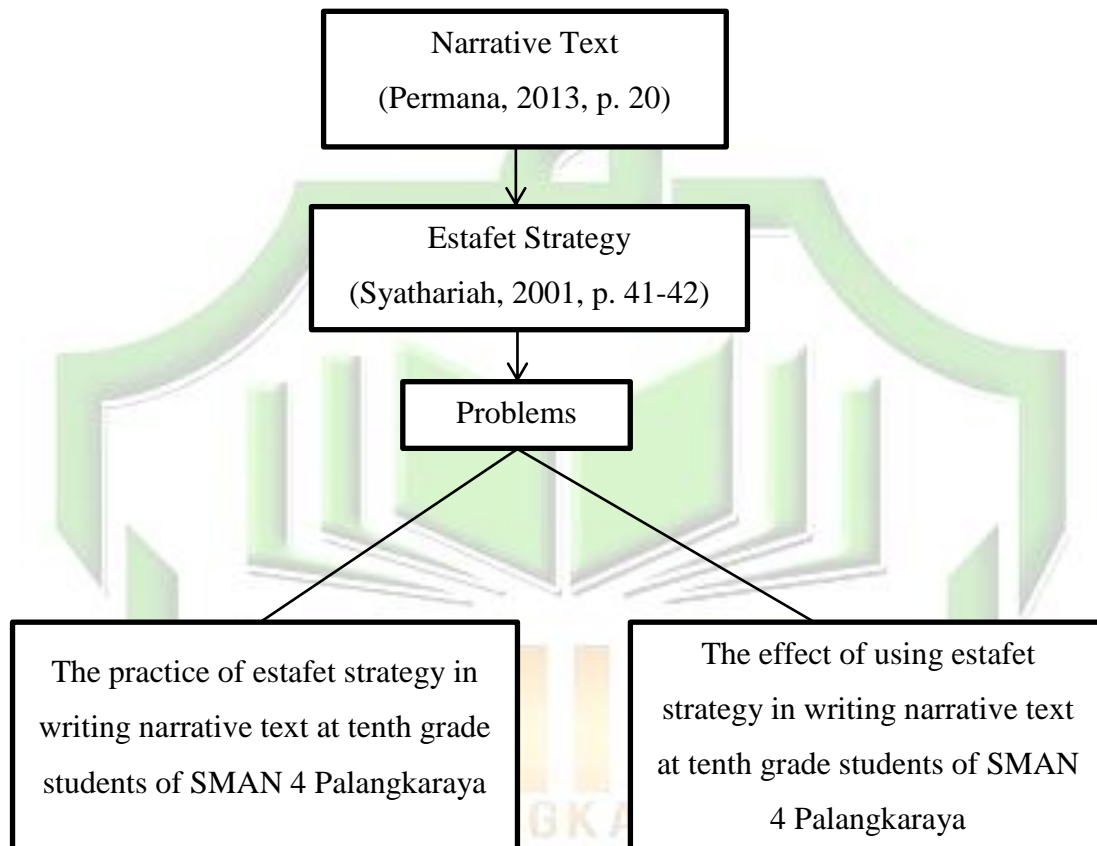
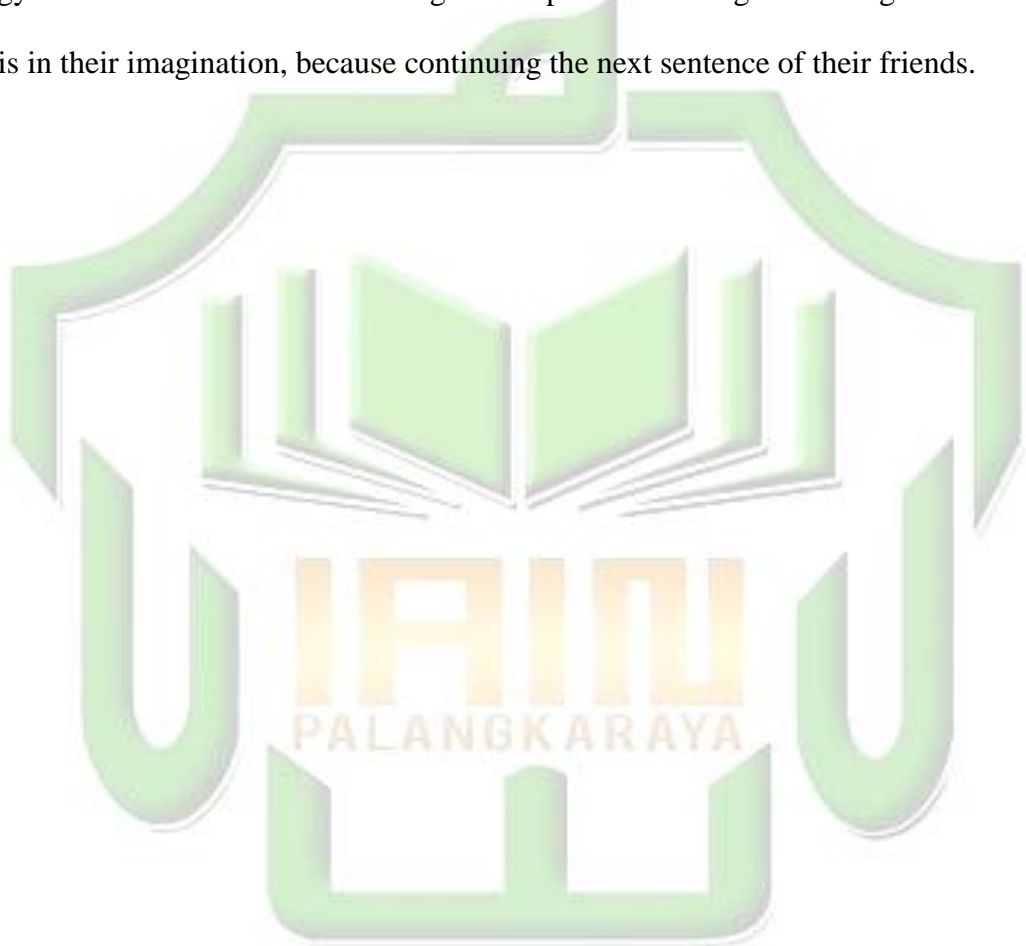


Figure 2.2 The Conceptual Framework

D. Hypothesis

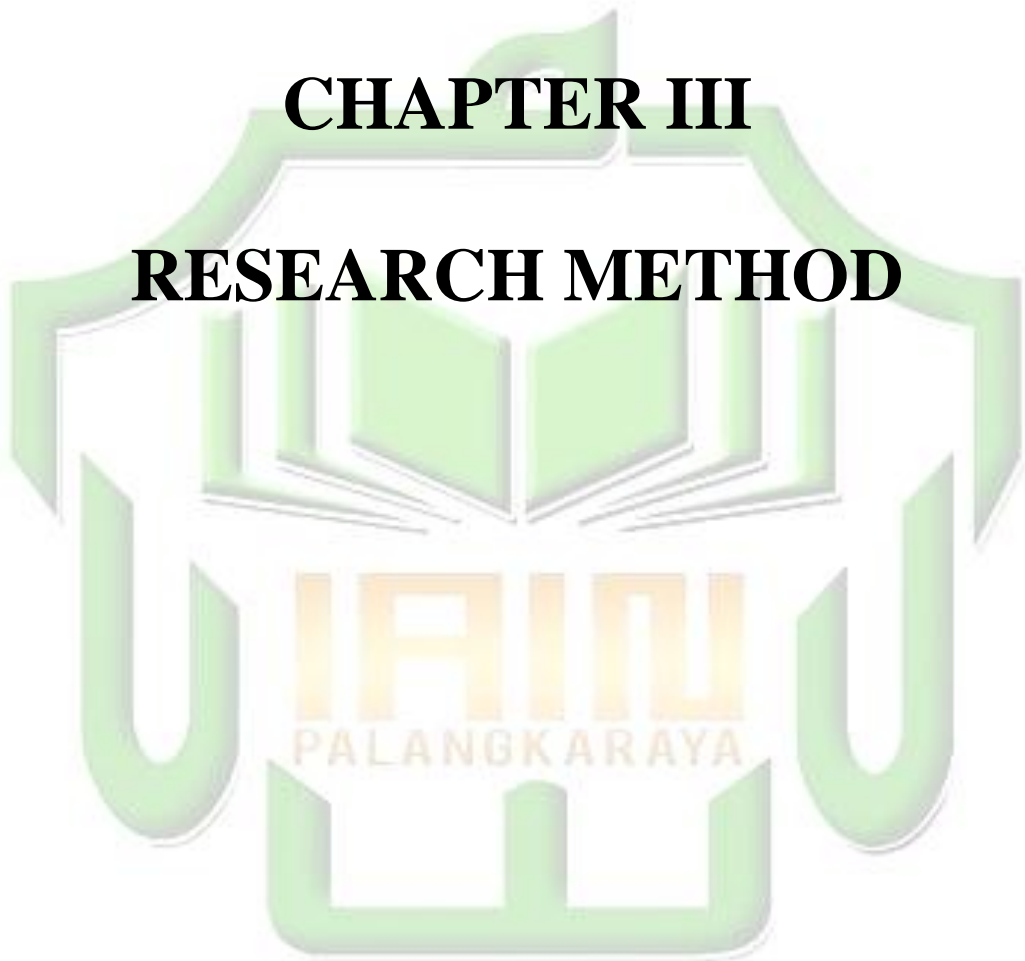
As a researcher, we never know the outcome prior to the research work but we will have certain assumptions on how the end results will be. Based on our hunch and curiosity, we will test it by collecting information that will enable us to conclude whether our assumptions are right. Assumption based on curiosity or a hunch is a hypothesis or an idea about a situation, phenomenon or relationship that we do not know. Researchers call these factors hypotheses and they become the basis of an inquiry.

Based on the previous discussion on the background of this study, the hypothesis is formulated is use of estafet writing strategy make learners active in writing English. Because learner should continue one sentence to the next sentence order given by the teacher. Learner be motivated to make a sentence in English. By using estafet writing strategy learners become easier issuing their opinion. Writing something that suitable to what is in their imagination, because continuing the next sentence of their friends.



CHAPTER III

RESEARCH METHOD



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RESEARCH METHOD

A. Research Design

The data of this research is the form of quantitative research, Ary (2002, p. 22) states the quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. In quantitative research there are experimental and non-experimental research design, experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non-experimental research, the researcher identifies variables and may look for relationship among them, but does not manipulate the variable.

Experimental research measure the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to the students achievement, the effect of an English training method to participants English skill. Educational research method has been very fruitful in the production of the theoretical knowledge in education as well as in the improvement of the quality of educational curriculum materials and practices.

Experimental research is a research activity that aims to assess the effect of an educational treatment, action, treatment for of student behavior or to test the hypothesis of the presence or absence of the effect of the action when compared to other measures. Based on this, the general purpose of experimental research are to examine the effect of a particular treatment on the symptoms of a particular group compared with other groups using different treatments.

The action in the experiment is called treatment, and is defined as all actions, all variations or conditions that will be assessed. While the meaning of unlimited judging is a measure or a description of the effect of treatment being tried and also want to test how much significance level of the effect when compared with the same group but given different treatment.

There two classes in this model of experimental research. First the experimental class and second the control class. The researcher decided to choose tenth grade of SMAN 4 Palangka Raya.

E	O1	X	O2
C	O3	X	O4

Where:

E : Experimental Class

C : Control Class

O1 : Pre-test for experimental group

O2 : Post-test for experimental group

O3 : Pre-test for control group

O4 : Post-test for control group

X : Treatment by using estafet writing for experimental class and treatment without using estafet writing for control class

B. Research Subject

The subject of this study is the tenth grade students of SMAN 4 Palangka Raya. I choose this school because I am alumni in this school, so I know about the English teacher in this school and I can question with the teacher about situation of the students and this school not too far from my house. In this study, I choose tenth grade, because they learning English for some period and usually they have low motivation in writing. So the researcher tries to find out a strategy that can help the students enhancing their writing skill. Namely of the strategy is estafet strategy.

C. Place and Time of Research

1. Place of the Research

The research was conducted at the tenth grade student of SMAN 4 Palangka Raya which was located on jl. Sisingamangaraja III No. 03 Palangka Raya, 73112, Telp. (0536). 3329170.

2. Time of the Research

The researcher started from October up to November 2018. The writer held an experiment by using estafet writing in teaching writing narrative text.

D. Population, Sampling, and Sample

1. Population

According to Ary (2002, p. 163), population is all members of any well-defined class of people, events, or objects. According to the Arikunto (2006, p. 108), a population is a set (or collection) of all elements processing one or more attributes of interest. From explanation above a population is the whole of subject used by the researcher. The research was conducted at SMAN 4 Palangkaraya and the researcher took the population of the tenth grade.

The population of the research are all the students at the tenth grade of SMAN 4 Palangka Raya, 392 students in tenth classes; X-1, X-2, X-3, X-4, X-5, X-6, X-7, X-8, X-9, X-10, X-11 Each class consists of 35-36 students.

Table 3.1 Number of students in SMAN 4 Palangka Raya

No	Class	Number
1	X-1	35
2	X-2	35
3	X-3	36
4	X-4	35
5	X-5	35
6	X-6	36
7	X-7	36
8	X-8	35
9	X-9	36
10	X-10	36
11	X-11	36
	Total	391

2. Sampling

Sampling is the process of selecting a group of subjects for a study in such a way that the individual represents the large group from which they were selected. According to Ary (2002, p. 149), sampling is indispensable to researcher. There were two classing tenth grade of SMAN 4 Palangkaraya, here the researcher use random sampling to choose

one of the classes to conduct the research. The researcher choose two classes as sample in this research, they were class X-1 as the experimental class and X- 2 as the control class.

3. Sample

Selecting of the sample is very important step in conducting a research study. According to Arikunto (2006, p. 109), sample is part of population of representative of it. Based on Ary (2002, p. 163), sample is a person of population. It mean that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. According the explanation above the sample this research was X-1 as experiment class that consist of 35 students but I just took it 30 student as sample and then X-4 as control class that consists of 35 students and I took it 30 student at SMAN 4 Palangkaraya.

E. Techniques of Data Collection

The Quantitative data collection methods rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories. They produce results that are easy to summarize, compare, and generalize.

Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research question, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control for their influence on the dependent, or outcome, variable If the intent is to generalize from the research participants to a larger population, the researcher will employ probability sampling to select participants.

There are two main things that affect the quality of research data, that is the quality of data collection. The quality of research instruments is related to the validity and reliability of instrument and the quality of data collection for the accuracy of the methods used to collect data. Therefore, instruments that have been tested for validity and reliability can't produce valid and reliable data if the instrument is not used appropriately in data collection.

Data collection can be done in various source, setting, and ways. When viewed from the setting, the data can be collected in a natural sett. In laboratory with experimental method, and at home to various respondents. When viewed from the data source, data collection can use primary and secondary sources. Primary are data sources that directly provide data to data collectors, and secondary are sources that do not directly provide data to data collector. When viewed in terms of methods or data collection techniques, it can be done by test, questionnaire, interview, and observation.

Collecting data is an important thing in this research that can be determine the success of a research. The techniques of collecting data used in this research are:

1. Test

Test is a systematic procedure that is created in the form of tasks that are standardized and given to individuals or groups to be work, answer, respond, whether in written form, oral or deed.

In this research, the test was in the form of written test. The result of the test was analyzed by analytic scoring based on ESL (English as Second Language) Composition Profile which consists of Content, Organization, Language Use or Grammar, Vocabulary and Mechanic.

a. Pre-test

The pre-test for the students was carried out to get their score. The students had to write a narrative text. The pre-test was done before implementing Estafet Writing strategy. The test was to measure students' understanding in learning narrative text at first. The test in form of essay.

Step of collecting the data pre-test:

1. Teacher asks students to prepare paper to write paragraphs.
2. Teacher asks students to make simple paragraph about the title given by the teacher.
3. After that students collect the result of his work to teacher.

b. Post-test

The post-test was given by asking students to write narrative text. The post-test implemented after using Estafet Writing strategy. In this study, the test was done in form of essay. The test was held on every second action of each cycle. The test was done to know the result of the students in writing narrative by used Estafet Writing strategy.

Step of collecting the data pre-test:

1. Teacher asks students to make groups
2. After that, teacher asked students make opening sentence entitle malin kundang story.
3. After the students make an opening sentence, the students become the first person.

Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.

4. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
5. After the second students finish, the teacher asks the student to count again to the next students in the right, so it goes clockwise, until the time is up.
6. After the time is up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
7. Teacher asks one students to write the essay result on the board.
8. Teacher and the students correct the incorrect sentence together.

2. Data Presentation

The data presentation consists of mean, mode, median, and standard derivation.

a. Mean

Individual data: $X = \frac{\sum x}{n}$

$\sum x$: the sum of students score

n : the sum of students

Data in frequency distribution: $x = \frac{\sum f_1 x_1}{n}$

Where:

$\sum f_1$: frequency of students score

n : the sum of students

b. Median

Data in frequency distribution $Me = L + I \left(\frac{\frac{n}{2} - cfb}{n} \right)$

L : the lower limit of the interval within which the median lies

I : interval (class width)

Cfb : the cumulative frequency in all interval below the interval containing the median

n : the sum of group

fw : the frequency of cases within the interval containing the median

c. Standard Deviation

$$SD = \sqrt{\frac{\sum (X_i - X)^2}{n}}$$

Where:

X_i : score of students

X : average score of all students

n : the number of sample

3. Questionnaire

Questionnaire is data collection technique that is done by giving a set of questions or written statement of the respondent to be answered. Questionnaire is an efficient data collection technique if the researcher knows for sure the variable to be measured and what can be expected from the respondent.

Questionnaire is a list of questions distributed among the post to be filled and returned or can also be answering under the supervision of the researcher. The respondent is determined based on the sampling technique. The questionnaire generally asks for

information about the fact know by respondent. The purpose of the Questionnaire is to find complete information about a problem of the respondent without worrying if respondent gives an answer that isn't in accordance with the reality in filling out the Questionnaire (Kriyantono, 2006, p. 93).

There are three type of Questionnaire, that is :

1. Closed questionnaire

Closed questionnaire consists of questions or statement with a number of specific answers as choices. Respondents check the answers that best suit their position. This questionnaire of similar form was chosen if the researcher had enough mastery of the material to be asked. In addition, it is considered that respondents also know enough, so that they can be give answers.

2. Open questionnaire

The questionnaire provides a full opportunity to give answers according to the respondent feel necessary. The researcher only gave a number of questions about the research problem and asked the respondents to elaborate on their opinion.

3. Mixed questionnaires

Many questionnaires use both types of questionnaire at once. Besides closed questionnaire which have a number of answers, plus an open alternative that gives the opportunity for the respondent to give answers in addition to or outside the available answers.

In this study I used a closed questionnaire in collecting data, because the result can be processed easily. Respondent doesn't need to write the result of thought into

writing. So that it doesn't require much time in answering and it can be ascertained that the questionnaire must be filled.

A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. In this study I used a type of questionnaire from likert scales. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale. Most commonly seen as a 5-point scale ranging from "Strongly Disagree" on one end to "Strongly Agree" on the other with "Neither Agree nor Disagree" in the middle.


Named after Dr. Rensis Likert, a sociologist at the University of Michigan, who developed the technique. His original report entitled "A Technique for the Measurement of Attitudes" was published in the Archives of Psychology in 1932. His goal was to develop a means of measuring psychological attitudes in a "scientific" way. Specifically, he sought a method that would produce attitude measures that could reasonably be interpreted as measurements on a proper metric scale.

F. Technique of Data Analysis

Quantitative studies result in data that provides quantifiable, objective, and easy to interpret results. The data can typically be summarized in a way that allows for generalizations that can be applied to the greater population and the results can be reproduced. The design of most quantitative studies also helps to ensure that personal bias does not impact the data. Quantitative data can be analyzed in several ways.

The first step in quantitative data analysis is to identify the levels or scales of measurement as nominal, ordinal, interval or ratio. See the Research Ready: Scales of Measurement module for more information on the scales of measurement. This is an important first step because it will help you determine how best to organize the data. The data can typically be entered into a spreadsheet and organized or “coded” in some way that begins to give meaning to the data.

The next step would be to use descriptive statistics to summarize or “describe” the data. It can be difficult to identify patterns or visualize what the data is showing if you are just looking at raw data. Following is a list of commonly used descriptive statistics:

- 
- Frequencies – a count of the number of times a particular score or value is found in the data set.
 - Percentages – used to express a set of scores or values as a percentage of the whole.
 - Mean – numerical average of the scores or values for a particular variable.
 - Median – the numerical midpoint of the scores or values that is at the center of the distribution of the scores.
 - Mode – the most common score or value for a particular variable.
 - Minimum and maximum values (range) – the highest and lowest values or scores for any variable.

The researcher used three kinds for tested in this research there data are data description, pre-requisite analysis and hypothesis test. Therefore, before giving a treatment, the researcher conducted pre-test. The test items of pre-test have been measured the validity

and the reliability in another class. After pre-test is given, the researcher gives a treatment using estafet writing technique. After conducting the treatment, the researcher gives a post-test using the same questions used in the pre-test. The all of collected data is analyzed using T-test. T-test is used to know whether any difference between the results of students' writing skill by using estafet writing technique. As the requirements of t-test, the data should be tested using normality and homogeneity test.

1. Normality Test

It was used to know the normality of the data that was going to be analyzed whether both group had normal distribution or not.

Chi square is used here:

$$\chi^2 = \sum \left[\frac{(f_o - f_h)^2}{f_h} \right]$$

Notice:

χ^2 = Chi square

f_o = frequency from observation

f_h = expected frequency

Calculation result of χ^2 is compared with x table by 5% degree of significance. If χ^2 is lower than x table so the distribution list is normal. The data is said to be normal if the P value is higher than 0.05.

2. Homogeneity Test

Homogeneity is used to determine whether the data are homogeneous or not. When homogeneity of variance is determined to hold true for a statistical model, a statically approach or simpler computational to analyzing the data may be used to know allow level uncertainty in the data. The formula is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Notice:

F : Frequence

The hypotheses in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity.

$F_{\text{value}} > F_{\text{table}}$, both of variants are homogeneity.

If calculation result of F is lower than F table by 5% degree of significance so H_0 is accepted, it means both groups have same variant. The data is said to be homogeneity if the P value is higher than 0.05.

3. Hypothesis Test

The researcher committed test in both groups, the experimental group that was taught by using estafet writing strategy and control group that was taught by using lecture strategy. After that, the two means score of group compared by using T-test formula. T-test formula used to prove that effectiveness on teaching writing skill narrative text by using two different technique. This is step using T-test by Subana (2000, p. 171).

- a. Calculating the compound standard deviation (dsg) with the following formula:

$$dsg = \sqrt{\frac{(n_{1-1})V_1(n_{2-2})}{n_{1+}n_{2-2}}}$$

n_1 = total data of group 1

n_2 = total data of group 2

V_1 = total variance of group 1

V_2 = total variance of group 2

b. Determining t_{count} with following formula :

$$t_{score} = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

\bar{x}_1 = means of group I

\bar{x}_2 = means of group 2

c. Determining t_{table}

d. Hypothesis testing

e. By using t_{table} and t_{count}

If $t_{table} \leq t_{count} \leq t_{table} \alpha, 2$ H_0 accepted

If $t_{count} < t_{table} \alpha, 2$ H_0 refused

G. Validity and Reliability Test

The set of writing test only consists of one item test. It is used to collect data related to the students' improvement after the treatment is given. The test being given to the students must be valid and reliable. Validity is defined as the extent to which the instrument

measure what it supposed to measure (Siregar, 2013, p. 46). Every test, whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it. A test must first be reliable on different occasions (with no language practice, work taking place between these occasions) to be valid at all. Then, to the extent that it produces differing results, it is not reliable.

1. Validity Test

There are four important ways to seek the validity of the instrument, they are face validity, content validity, criterion validity and construct validity (Siregar, 2013, p. 46-47). Content validity is a kind of validity which depends on careful analysis of the language being tested and a particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned (Hughes, 2003, p. 26).

Therefore, the researcher used content validity in this research to test the validity of the quantitative data. The quantitative data here come from tests. The researcher used written test especially essay test to know the students achievement in writing narrative text.

2. Reliability Test

Reliability test used to know the extent to which the instrument has level constancy in the measurement, in the sense that the results will not give relatively differences. Setiyadi (2006, p. 16) states that reliability is the consistency of a measuring instrument or the extent of the instruments can measure the same subject in different times but showed

relatively similar results. In this research, the researcher gave an assignment to write narrative text which the students 60 minutes to do the test.

Azwar (2003, p. 176) states that reliability is one of the key characteristics of a good measurement instrument. A test is said to be reliable if it always gives the same result when tested in the same group at different times or occasions.

The researcher used inter-rater reliability to measure the reliability of writing test. Djiwandono (2011, p. 187-188) states that inter-rater reliability shows the level of reliability of two row scores obtained from two correctors or testers in which each corrector or tester performs the scoring to the same number of test participants.

The reliability of writing test in this research is measured by computing the mean score from each corrector or tester. The score of writing test is the mean score between the first and second rater.

H. Summary

The step collected and analysis data follow:

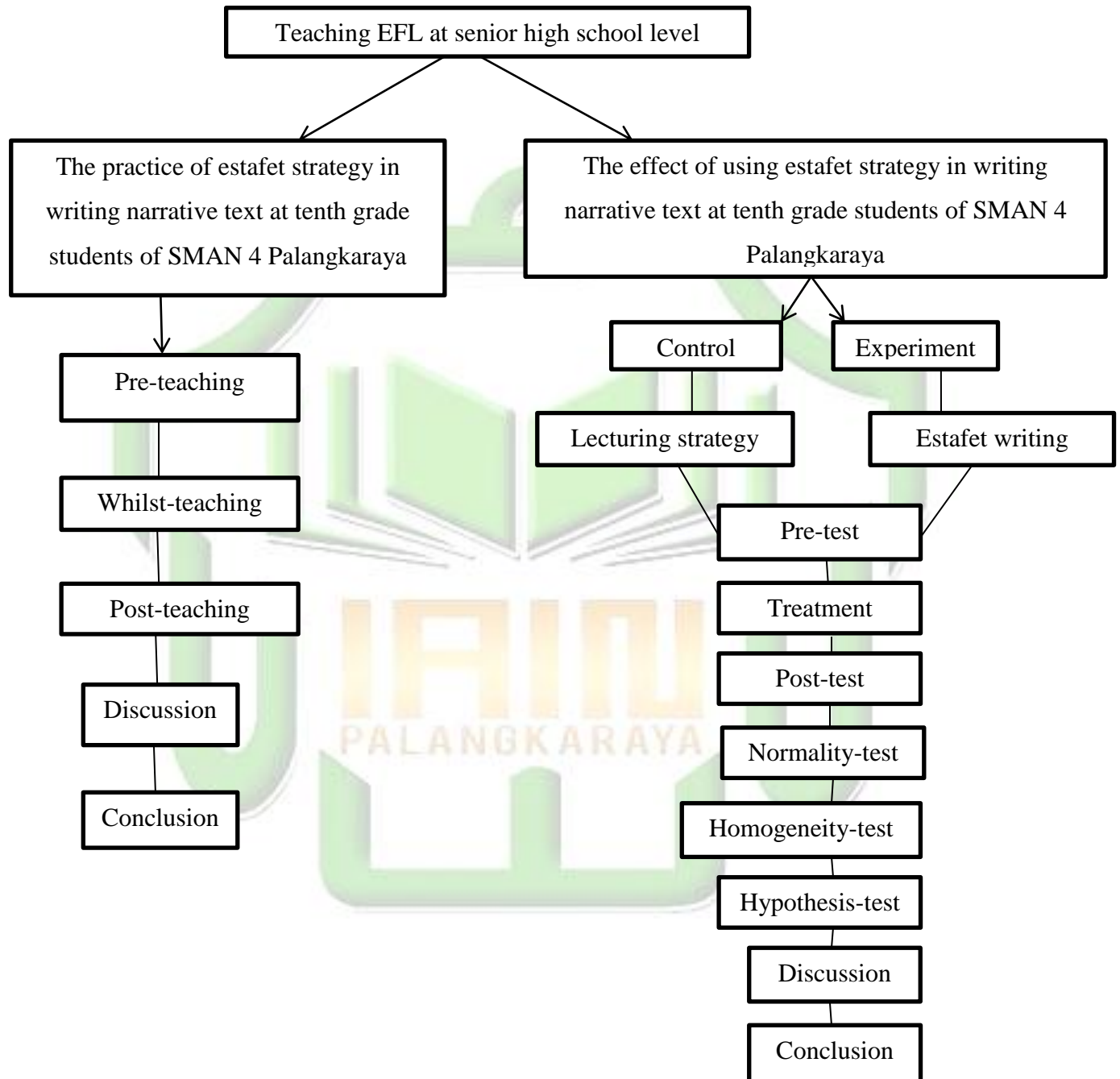


Figure 3.1 the steps in collecting and analysis data



CHAPTER IV

RESEARCH FINDINGS AND

DISCUSSION

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, I present and discuss the research findings. The research findings are presented through the following six sub chapter: (1) Data Presentation, (2) Normality test and Homogeneity Test, (3) Hypothesis Test, (4) Questionnaire, (5) Discussion.

A. The effect of using estafet writing strategy in writing narrative text

1. Data Presentation

The purpose of this research was to measure whether there was significance difference in the writing achievement between the students who are taught by using estafet writing strategy and those who were taught by using lecture strategy and to know which group of students has the higher writing achievement. This research was conducted at the tenth graders of SMAN 4 Palangkaraya in the academic year of 2017/2018. For the classes, the researcher took X-1 as the experimental class which was taught using estafet writing strategy and X- 4 as the control class which was taught using lecturing strategy.

The test was conducted in class X-1 and X-4, 3 October 2018. X -1 as experiment class at 08.45 until 10.45 and X- 4 as control class at 11.30 until 12.45. Researchers divide time into stages, 30 minute for pre-test, 30 minute explanation, and 30 minute post-test. In pre-test student make a simple narrative text about story of malin kundang. After this teacher explained about narrative text, and then student post-test with the same title of story that is malin kundang. But, in post-test student will work in group.

The data which were analyzed in this research was the result of the test. After giving treatments to both groups, the researcher gave a test to the students. In this research, the

researcher used a kind of text. That was narrative text, and after treatment based on the text, the researcher gave a test to the students. The scores of the students were compared using T-test formula to prove whether there is any significant difference between the two groups and to find which group has higher scores.

After the teaching writing process that was done at two classes that was X -1 as experiment class and X-4 as control class, here are the results of the writing achievement. The researcher got the data from post-test was given after the lesson finished. The description includes the mean, mode, the median, the standard deviation and frequency distribution followed by histogram and polygon.

Based on the group analyzed, the description of the data were divided into two groups, they were as follows:

- a. The post-test data of the writing achievement of the students who were taught by using estafet writing strategy (post-test experiment).
- b. The post-test data of the writing achievement of the students who were taught by using lecture strategy (post-test control).

a. Pre-test of Experiment Class and Control Class

The result of mean, standard deviation, highest score, lowest score, and median pre-test Experiment and Control class of the test as presented in appendix. Descriptive analysis of the data of pre-test experiment showed that the score was up to 1365. The mean was 45.5, the standard deviation was 21.139, the highest score was 72, lowest score was 13, and the median was 54. And descriptive analysis of the data of pre-test

control shows that the score was up to 1310. The mean was 43.6, the standard deviation was 11.102, the highest score was 67, lowest score was 33, and the median was 43. As described in table 4.1.

Table 4.1 Pre-test Score of Students in Experiment and Control Class

Experiment Class			Control Class		
No	Name	Score	No	Name	Score
1	ABP	61	1	A	63
2	AA	60	2	A	57
3	AR	60	3	AR	33
4	ATP	50	4	AK	33
5	ADP	50	5	DAV	46
6	AAP	51	6	DS	43
7	AN	50	7	EBA	33
8	AA	69	8	E	46
9	DF	62	9	FCS	38
10	E	20	10	FES	55
11	EA	13	11	J	43
12	EN	51	12	K	43
13	FMT	13	13	L	36
14	FA	58	14	M	33
15	GLI	59	15	M	67
16	I	61	16	M	33
17	IP	59	17	MRP	33
18	JR	65	18	OO	49
19	KSJ	57	19	PS	43
20	KM	61	20	PL	56
21	LTA	67	21	RAT	40
22	MHP	25	22	RSN	33
23	MDP	13	23	RH	43
24	NA	13	24	R	33
25	N	46	25	SR	33
26	S	13	26	S	33
27	SDK	72	27	SK	33
28	T	13	28	TAP	59
29	Y	60	29	TPL	56
30	YS	13	30	YSP	64
	Σ	1365		Σ	1310
	Highest Score	72		Highest Score	67
	Lowest Score	13		Lowest Score	33

	Mean	45.5		Mean	43.6
	Median	54		Median	43
	SD	21.139		SD	11.102

Source: own research

Meanwhile the frequency distribution of pre-test experiment class was described in table 4.3

Table 4.2 Frequency Distribution of Pre-test Experiment Class

X	F	Fk
13-24	8	8
25-36	1	9
37-48	1	10
49-60	12	22
61-72	8	30

Source: own research

For determining the spread of the score data as well as view and interpret the score data from experiment class pre-test table above can be seen on the histogram below.

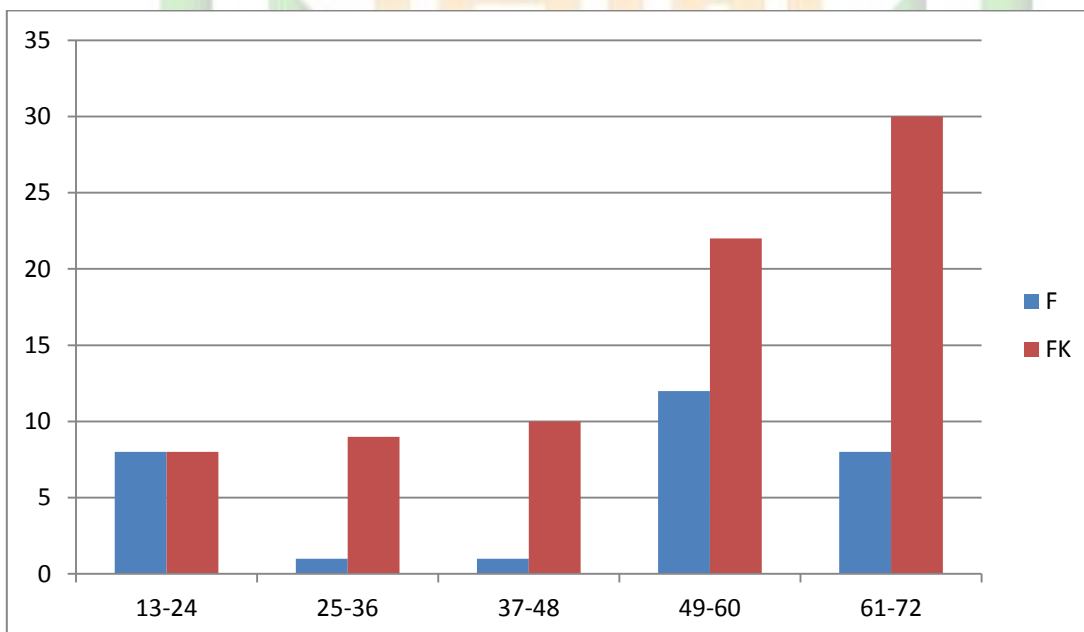


Figure 4.1 Histogram of Pre-test Experiment Class

The table and figure above showed the pre-test score of students in experiment class. It could be seen that there were 8 students who got score 13-24, 1 student who got score 25-36, 1 student who got score 37-48, 12 students who got score 49-60, 8 students who got score 61-72.

Meanwhile the frequency distribution of pre-test control class was described in table 4.3

Table 4.3 Frequency Distribution of Pre-test Control Class

X	F	Fk
33-40	14	14
41-48	7	21
49-56	4	25
57-64	4	29
65-71	1	30

Source: own research

For determining the spread of the score data as well as view and interpret the score data from control class pre-test table above can be seen on the histogram below.

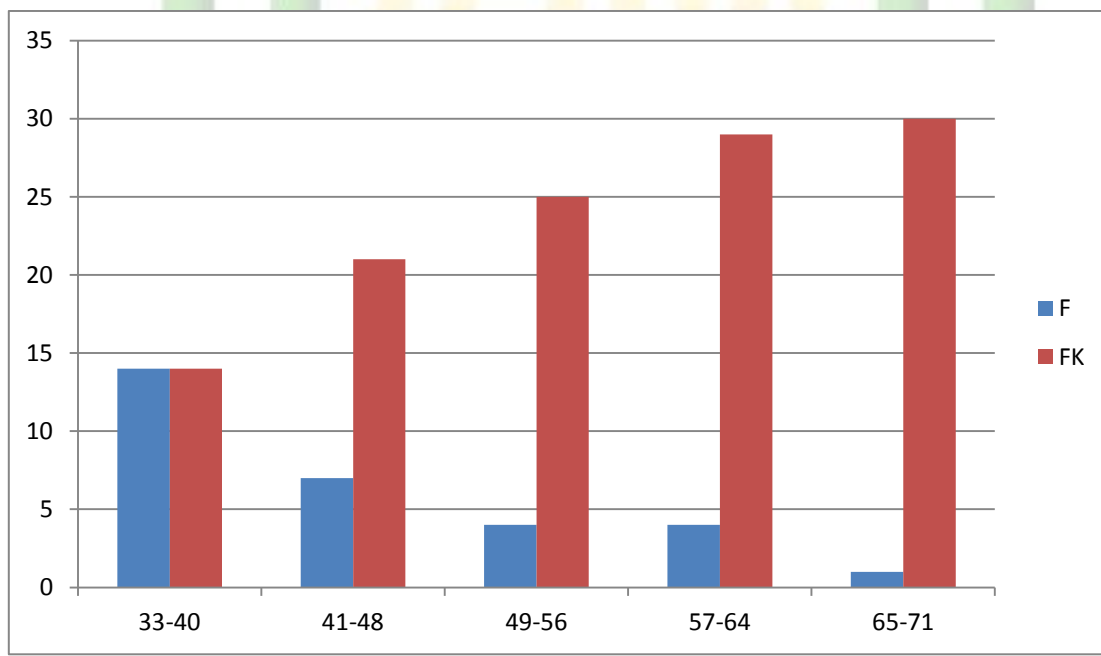


Figure 4.2 Histogram of Pre-test Control Class

The table and figure above showed the pre-test score of students in control class. It could be seen that there were 14 students who got score 33-40, 7 students who got score 41-48, 4 students who got score 49-56, 4 students who got score 57-64, 1 student who got score 65-71.

b. Post-test of Experiment Class and Control Class

The result of mean, standard deviation, highest score, lowest score, and median post-test Experiment and Control Group of the test as presented in appendix. Descriptive analysis of the data of post-test experiment shows that the score was up to 2370. The mean was 79, the standard deviation was 5.420, the highest score was 87, lowest score 72, and the median was 77. And descriptive analysis of the data of post-test control shows that the score was up to 2112. The mean was 70.4, the standard deviation was 9.768, the highest score was 80, lowest score 52, and the median was 73. As described in table 4.4.

Table 4.4 Post-test Score of Students in Experiment and Control Class

Experiment Class			Control Class		
No	Name	Score	No	Name	Score
1	ABP	76	1	A	73
2	AA	72	2	A	72
3	AR	87	3	AR	80
4	ATP	77	4	AK	52
5	ADP	77	5	DAV	75
6	AAP	76	6	DS	75
7	AN	87	7	EBA	72
8	AA	72	8	E	52
9	DF	83	9	FCS	72
10	E	76	10	FES	73
11	EA	87	11	J	80
12	EN	77	12	K	72
13	FMT	77	13	L	52
14	FA	87	14	M	52

15	GLI	72	15	M	75
16	I	83	16	M	73
17	IP	77	17	MRP	52
18	JR	83	18	OO	80
19	KSJ	83	19	PS	52
20	KM	76	20	PL	73
21	LTA	77	21	RAT	72
22	MHP	72	22	RSN	73
23	MDP	87	23	RH	80
24	NA	83	24	R	80
25	N	72	25	SR	75
26	S	83	26	S	73
27	SDK	76	27	SK	72
28	T	72	28	TAP	75
29	Y	87	29	TPL	75
30	YS	76	30	YSP	80
	Σ	2370		Σ	2112
	Highest Score	87		Highest Score	80
	Lowest Score	72		Lowest Score	52
	Mean	79		Mean	70.4
	Median	77		Median	72
	SD	5.420		SD	9.768

Source: own research

Meanwhile the frequency distribution of post-test experiment class was described in table 4.5.

Table 4.5 Frequency Distribution of Post-test Experiment Class

X	F	Fk
72-75	6	6
76-79	12	18
80-83	6	24
84-87	6	30
88-91	0	30

Source: own research

For determining the spread of the score data as well as view and interpret the score data from experiment class post-test table above can be seen on the histogram below.

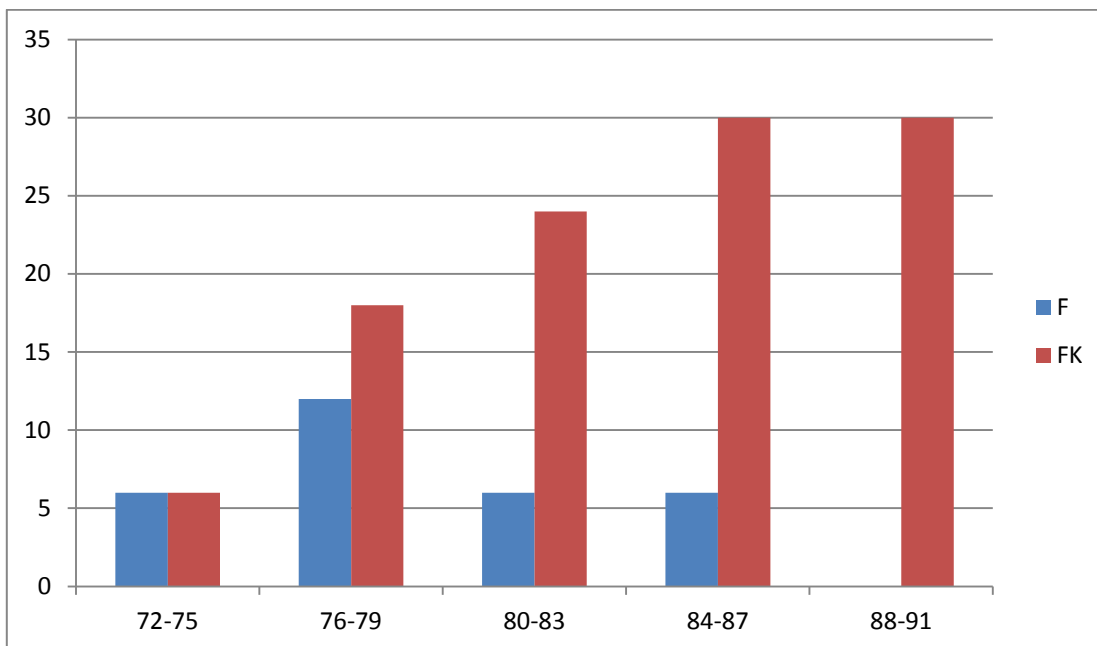


Figure 4.3 Histogram of Post-test Experiment Class

The table and figure above show the post-test score of students in experiment class. It could be seen that there were 6 students who got score 72-75, 12 students who got score 76-79, 6 students who got score 80-83, 6 students who got score 84-87, and nothing student have 88-91.

Meanwhile the frequency distribution of post-test control class was described in table 4.6.

Table 4.6 Frequency Distribution of Post-test Control Class

X	F	Fk
52-57	6	6
58-63	0	6
64-69	0	6
70-75	18	24
76-81	6	30

Source: own research

For determining the spread of the score data as well as view and interpret the score data from control class post-test table above can be seen on the histogram below.

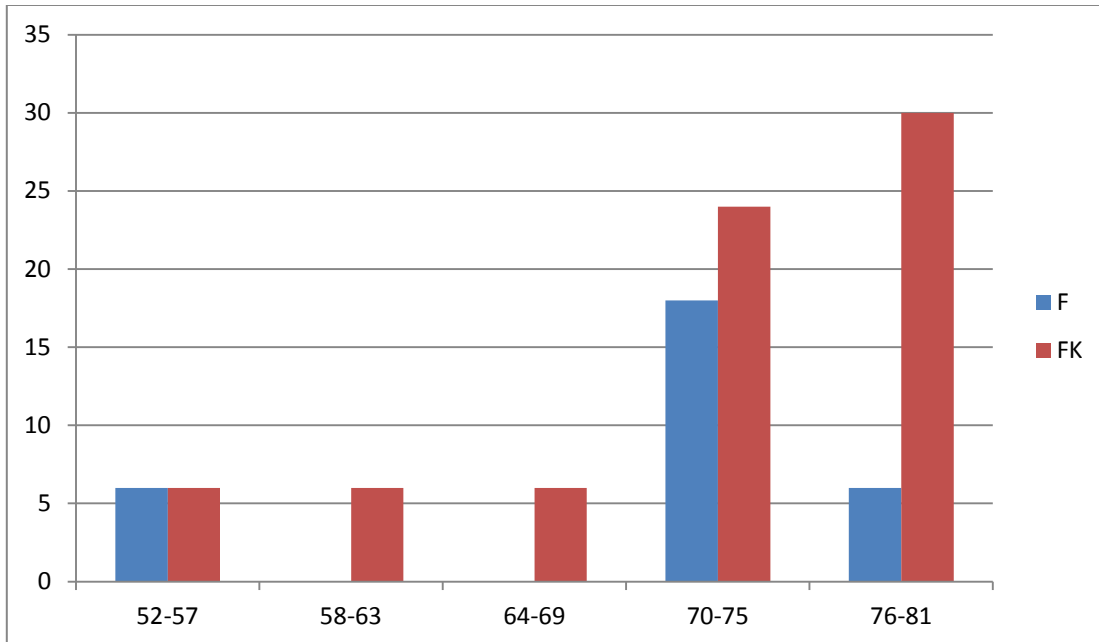


Figure 4.4 Histogram of Post-test Control Class

The table and figure above show the post-test score of students in control class. It could be seen that there were 6 students who got score 52-57, nothing student who got score 58-63 and 64-69, 18 students who got score 70-75, 6 students who got score 76-81.

The comparison of post-test score between experiment and control class was described in table 4.7.

Table 4.7 Comparison post-test score between experiment and control class

Experiment	Control	
------------	---------	--

Name	Score	Name	Score	Improved
ABP	76	A	73	+3
AA	72	A	72	0
AR	87	AR	80	+7
ATP	77	AK	52	+25
ADP	77	DAV	75	+2
AAP	76	DS	75	+1
AN	87	EBA	72	+15
AA	72	E	52	+20
DF	83	FCS	72	+11
E	76	FES	73	+3
EA	87	J	80	+7
EN	77	K	72	+5
FMT	77	L	52	+25
FA	87	M	52	+35
GLI	72	M	75	-3
I	83	M	73	+10
IP	77	MRP	52	+25
JR	83	OO	80	+3
KSJ	83	PS	52	+31
KM	76	PL	73	+3
LTA	77	RAT	72	+5
MHP	72	RSN	73	-1
MDP	87	RH	80	+7
NA	83	R	80	+3
N	72	SR	75	-3
S	83	S	73	+10
SDK	76	SK	72	+4
T	72	TAP	75	-3
Y	87	TPL	75	+12
YS	76	YSP	80	-4
Σ	2370	Σ	2112	258
Highest Score	87	Highest Score	80	35
Lowest Score	72	Lowest Score	52	0
Mean	79	Mean	70.4	8.6
Median	77	Median	72	5
SD	5.420	SD	9.768	10.568

Source: own research

2. Testing of Normality and Homogeneity

a. Testing of Normality and Homogeneity of Pre- Test Experiment and Control Class

The normality test is used to know whether the distribution of the question of the class is normal or not. The researcher used *Liliefors* for normality test. After normality test results was known, comparing the maximum result of L for each item question with L_{table} and normality test can be found. If $L_{max} < L_{table}$ with $\alpha = 0.05$ the distribution of the runs normally but if $L_{max} \geq L_{table}$ the distribution of test does not normally.

Table 4.8 Descriptive

Class				Statistic	Std. Error
Score	Experiment class	Mean		45.50	3.860
		95% Confidence Interval for Mean	Lower Bound	37.61	
			Upper Bound	53.39	
		5% Trimmed Mean		45.89	
		Median		54.00	
		Variance		446.879	
		Std. Deviation		21.140	
		Minimum		13	
		Maximum		72	
		Range		59	
		Interquartile Range		43	
		Skewness		-.715	.427
		Kurtosis		-1.201	.833
	Control class	Mean		43.67	2.027
		95% Confidence Interval for Mean	Lower Bound	39.52	
			Upper Bound	47.81	
		5% Trimmed Mean		43.02	
		Median		43.00	
		Variance		123.264	
		Std. Deviation		11.102	
		Minimum		33	
		Maximum		67	

Range	34	
Interquartile Range	22	
Skewness	.693	.427
Kurtosis	-.812	.833

Table 4.9 Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experiment class	.251	30	.046	.800	30	.016
Control class	.198	30	.189	.855	30	.033

a. Lilliefors Significance Correction

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class 0.016 and control class was 0.033. Then the normality both of class was consulted with table of Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of experiment was $0.016 \geq \alpha = 0.05$, and asymptotic significance of control = $0.033 \geq \alpha = 0.05$. It could be concluded that the data were normally distributed.

Table 4.10 Testing of Homogeneity Levene's Test of Equality of Error Variances^a

Dependent Variable: Achievement

F	df1	df2	Sig.
17.687	1	58	.006

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the result of homogeneity test, the f_{value} was 17.687 and the significant value was 0.006. The data were homogeneous if the significant value was higher than significance level $\alpha=$

0.05. Because the significant value (0.006) was higher than significance level $\alpha = 0.05$, it could be concluded that the data are homogeneous. It meant that both of classes have same variants.

b. Testing of Normality and Homogeneity of Post-Test Experiment and Control Class

Table 4.11 Descriptive

Class				Statistic	Std. Error
Score	Experiment class	Mean		79.00	.990
		95% Confidence Interval for Mean	Lower Bound	76.98	
			Upper Bound	81.02	
		5% Trimmed Mean		78.94	
		Median		77.00	
		Variance		29.379	
		Std. Deviation		5.420	
		Minimum		72	
		Maximum		87	
		Range		15	
		Interquartile Range		7	
		Skewness		.276	
		Kurtosis		-1.317	
	Control class	Mean		70.40	1.783
		95% Confidence Interval for Mean	Lower Bound	66.75	
			Upper Bound	74.05	
		5% Trimmed Mean		70.89	
		Median		73.00	
		Variance		95.421	
		Std. Deviation		9.768	
		Minimum		52	
		Maximum		80	
		Range		28	
		Interquartile Range		3	
		Skewness		-1.243	
		Kurtosis		.118	

Table 4.12 Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment class	.244	30	.056	.864	30	.028
	Control class	.365	30	.001	.725	30	.013

a. Lilliefors Significance Correction

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.028 and control class was 0.013. Then the normality both of class was consulted with table of Shapiro-Wilk with the level of significance 5% ($\alpha = 0.05$). Because asymptotic significance experiment = $0.028 \geq \alpha = 0.05$, and asymptotic significance control = $0.013 \leq \alpha = 0.05$. It could be concluded that the data were normally distributed.

Table 4.13 Testing Homogeneity Levene's Test of Equality of Error Variances^a

Dependent Variable: Achievement

F	df1	df2	Sig.
4.376	1	58	.041

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the result of homogeneity test, the f value was 4.376 and the significant value was 0.041. The data were homogeneous if the significant value was higher than significance level $\alpha = 0.05$. Because the significant value (0.041) was higher than significance level $\alpha = 0.05$, it could be concluded that the data are homogeneous. It meant that both of classes have same variants.

3. Testing Hypothesis Using Manual Calculation and SPSS Program

Testing hypothesis text was the next step to get conclusion of analysis. The researcher used T-test for the testing hypothesis. In this research the null hypothesis (H_0) states that estafet writing strategy is effective on teaching writing skill of narrative text at the tenth graders of SMAN 4 Palangka Raya. After that, H_a states that estafet writing strategy is not effective on teaching writing skill of narrative text at the tenth graders of SMAN 4 Palangka Raya.

a. Testing Hypothesis Using Manual Calculation

Alternative hypothesis (H_a) is accepted if $t_{\text{score}} > t_{\text{table}}$, with degree of freedom (df) ($n_1 + n_2 = 30 + 30 - 2 = 58$) and the level of significance α (0.05), it means that null hypothesis (H_0) is rejected. Therefore, alternative hypothesis (H_a) is rejected if t_{score} is lower than t_{table} and null hypothesis (H_0) is accepted.

$$dsg = \sqrt{\frac{(n_{1-1})V_1(n_{2-2})}{n_{1+}n_{2-2}}}$$

$$= \sqrt{\frac{(30-1)29.376 + (30-1)95.413}{30+30-2}}$$

$$= \sqrt{\frac{(29)29.376 + (29)95.413}{58}}$$

$$= \sqrt{\frac{(851.875 + 2.766.977)}{58}}$$

$$= \sqrt{\frac{3.618.852}{58}}$$

$$= \sqrt{62.394}$$

$$= 7.89$$

$$= 8$$

$$t_{score} = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{79 - 70.4}{8 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= \frac{8.6}{8 \sqrt{0.066}}$$

$$= \frac{8.6}{8 \sqrt{0.25}}$$

$$= \frac{8.6}{2}$$

$$= 4.3$$

b. Testing Hypothesis Using SPSS Program

The writer used SPSS program to measure t_{value} , the result of t_{value} in the SPSS would be consulted with t_{table} in the significance at 0.05. Here the computation of t_{value} using SPSS. The result of hypothesis test can see in table 4.14.

Table 4.14 Hypothesis Test

	Levene's test for equality of variances		t-test for Equality of Means						
	F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.376	.041	4.216	58	.000	8.60000	2.03961	4.51728	12.68272
Equal variances not assumed			4.216	45.311	.000	8.60000	2.03961	4.49280	12.70720

The result of calculation using SPSS program also supported the result of manual calculation. From the result of t_{value} using SPSS above was found that H_0 was accepted. It was found t_{score} (in manual calculation 4.3 or based on SPSS 4.216) was high than t_{table} (1.671) in the significance level of 0.05. Even though, the different calculation of t -test between manual calculation and SPSS calculation was 0.213 but it still could be interpreted that alternative hypothesis (H_a) was rejected. It meant students who are taught by using estafet writing strategy was effective to teach writing narrative text at the tenth graders of SMAN 4 Palangakaraya.

B. The students respond on estafet writing strategy

Questionnaire Result

To answer respond student on estafet writing strategy, the results of the distributed of questionnaires and respondents in this study amounted to 30 people, 15 question, consisting of 12 male and 18 female, all students of class X-1 as an experimental class that used estafet writing strategy in writing narrative text.

The analysis of the questionnaire results was seen from the students' answers which consisted of 5 scale points and 15 question namely strongly agree to get 5 points, agree 4 points, neither 3 points, disagree 2 points, and strongly disagree 1 point.

5	4	3	2	1
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

Figure 4.5 likert scales

The researcher was calculated the result of questionnaire by using SPSS program. The calculated the result of questionnaire by using SPSS program can seen in appendix.

Based on the calculation used SPSS program, in question number one until fifteen the student answer SA = 82, A = 168, N = 185, D = 15, and SD = 0.

Table 4.15 Questionnaire Result

No	Question	SA	A	N	D	SD	Total
1	Belajar dengan estafet writing strategy menyenangkan.	5	14	10	1	0	30
2	Belajar dengan estafet writing strategy membantu memahami narrative text.	5	17	7	1	0	30
3	Belajar dengan estafet writing strategy dapat membantu menemukan ide kreatif	7	12	11	0	0	30
4	Belajar dengan estafet writing	5	11	14	0	0	30

	strategy meningkatkan motivasi belajar						
5	Estafet writing strategy merupakan media yang efektif dalam meningkatkan keterampilan menulis narrative text	4	15	10	1	0	30
6	Estafet writing strategy adalah media pembelajaran yang tidak membosankan	5	12	13	0	0	30
7	Estafet writing strategy adalah strategy belajar kelompok yang dapat membuat semua anggota bekerja aktif	4	11	12	3	0	30
8	Estafet writing strategy dapat meningkatkan hasil belajar siswa dalam menulis narrative text	3	8	19	0	0	30
9	Estafet writing strategy adalah strategy yang membuat belajar lebih semangat	5	9	15	1	0	30
10	Menggunakan estafet writing strategy dalam menulis narrative text siswa tidak mengalami kesulitan	4	8	16	2	0	30
11	Dengan estafet writing siswa lebih relax dalam belajar	7	8	12	3	0	30
12	Keberhasilan menggunakan estafet writing dalam menulis narrative teks dapat meningkatkan prestasi belajar.	4	10	14	2	0	30
13	Dengan menggunakan estafet writing strategy dapat menciptakan kerja sama yang baik antar siswa dan menghasilkan sebuah teks singkat yang berbentuk narrative.	4	11	14	1	0	30
14	Estafet writing strategy membangun komunikasi yang baik antar siswa dalam satu kelompok.	10	11	9	0	0	30
15	Estafet writing strategy siswa lebih menghargai pendapat orang lain dalam proses menulis	10	11	9	0	0	30

	narrative teks.						
Σ		82	168	185	15	0	450
Mean		5.46	11.2	12.33	1	0	30

Based on the table 4.15 it can be inferred: dealing with the question number (1), “learning by estafet writing strategy is fun”. There were 19 of 30 students on 63.33% agreed that learning using estafet wtiring strategy was fun, and 11 of 30 students on 36.66% disagree if the estafet writing strategy was fun. Question number (2), “ learning by estefet writing strategy help students understand about narrative text”. There were 22 of 30 students on 73.33% agree that learning using estafet writing strategy can help students in writing narrative text and 8 of 30 students disagree if learning using estafet writing strategy can help students in writing narrative text. Question number (3), “learning by estafet writing strategy can help find creative ideas”. There were 19 of 30 students on 63.33% agree that learning using estafet writing strategy can help find creative ideas in writing, and 11 of 30 students on 36.66% disagree if learning using estafet writing strategy can help find creative ideas. Question number (4), “ learning by estafet writing strategy increase learning motivation”. There were 16 of 30 students on 53.33% agree that learning using estafet writing strategy increase learning motivation, and 14 of 30 students on 46.66% disagree if learning using estafet writing strategy increase learning motivation. Question number (5), “estafet writing strategy was effective media to improve writing narrative text”. There were 19 of 30 students on 63.33% agree that learning using estafet writing strategy was effective media in writing narrative text, and 11 of 30 students on 36.66% disagree if learning using estafet writing strategy was effective media in writing narrative text. Question number (6),

“ estafet writing strategy was learning media that was no boring”. There were 17 of 30 students on 56.66% agree that learning using estafet writing strategy not boring, and 13 of 30 students on 43.33% disagree if learning using estafet writing strategy not boring. Question number (7), “estafet writing strategy was group learning strategy that can make all members active”. There were 15 of 30 students on 50% agree that learning using estafet writing strategy can make all members active, and 15 of 30 students on 50% disagree if learning using estafet writing strategy can make all members active. Question number (8), “ estafet writing strategy can improve students learning outcomes in writing narrative text”. There were 11 of 30 students on 36.66% agree that learning using estafet writing strategy can improve students learning outcomes in writing narrative text, and 19 of 30 students on 63.33% disagree if can improve students learning outcomes in writing narrative text. Question number (9), “estafet writing strategy was strategy that makes learning more spirit”. There were 14 of 30 students on 46.66% agree that learning using estafet writing strategy make learning more spirit, and 16 of 30 students on 53.33% disagree if using estafet writing strategy make learning more spirit. Question number (10), “estafet writing strategy make students do not have difficulty writing narrative text”. There were 12 of 30 students on 40% agree that learning using estafet writing strategy make students do not have difficulty writing narrative text, and 18 of 30 students on 60% disagree if make students do not have difficulty writing narrative text. Question number (11), “by using estafet writing students are more relaxed in learning”. There were 15 of 30 students on 50% agree that learning using estafet writing students are more relaxed, and 15 of 30 students disagree if using estafet writing students are more relaxed. Question number (12), “ estafet writing strategy can improve learning achievement”. That were 14 of 30 students on 46.66% agree that

learning using estafet writing strategy can improve learning achievement, and 16 of 30 students on 53.33% disagree if using estafet writing strategy can improve learning achievement. Question number (13), “ learning by estafet writing strategy can create good cooperation between students and produce a short text in narrative form”. There were 15 of 30 students on 50% agree that learning using estafet writing strategy can create good cooperation between students and produce a short text in narrative form, and 15 of 30 students on 50% disagree if using estafet writing strategy can create good cooperation between students and produce a short text in narrative form. Question number (14), “ estafet writing strategy can build good communication between students in one group”. There were 21 of 30 students on 70% agree that learning using estafet writing strategy can build good communication between students in one group, and 9 of 30 students on 30% disagree if learning estafet writing strategy can build good communication between students in one group. Question number (15), “learning by estafet writing strategy students appreciate the opinions of others in the process of writing narrative text”. There were 21 of 30 students on 70% agree that using estafet writing strategy students appreciate the opinions of others, and 9 of 30 students on 30% disagree if using estafet writing strategy students appreciate the opinions of others.

To conclude questionnaire result above, the respondent had positive respond in help find creative ideas 73%, improve student learning 56,66%, good communication 70% to use estafet writing strategy in writing narrative text.

C. Discussion

The study revealed that there was a significant difference on students' achievement in writing text between using estafet writing strategy and using lecturing strategy. It means that estafet writing was more effective strategy especially in teaching writing.

This result was in accordance with the theory of Cahyono (2011, p. 14) he argued estafet strategy was one method active learning or learning by doing that aims to make learning class become active and fun. In addition, estafet writing also made students more interested in learning process. It was also In line with (Syathariah, 2001, p. 41-42), estafet writing is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates. In addition (Mahmudah, 2017, p. 1) said the estafet writing method in the teaching and learning process of writing become writing more active and more interesting and the students' ability in writing narrative text was improved.

According to (Gabriel, 2017, p. 34) Estafet writing teaching model can make the teaching and learning process funny and not boring, make students to have free drawing their ideas in a text, can improve students' motivation in developing their imagination to write a text, and growing up students' braveness in starting their imagination to write a text. The result was in line with (Ulfa, 2013, p. 9) that teachers should use an interesting technique in teaching and learning process. It is to make students felt fun and active in class.

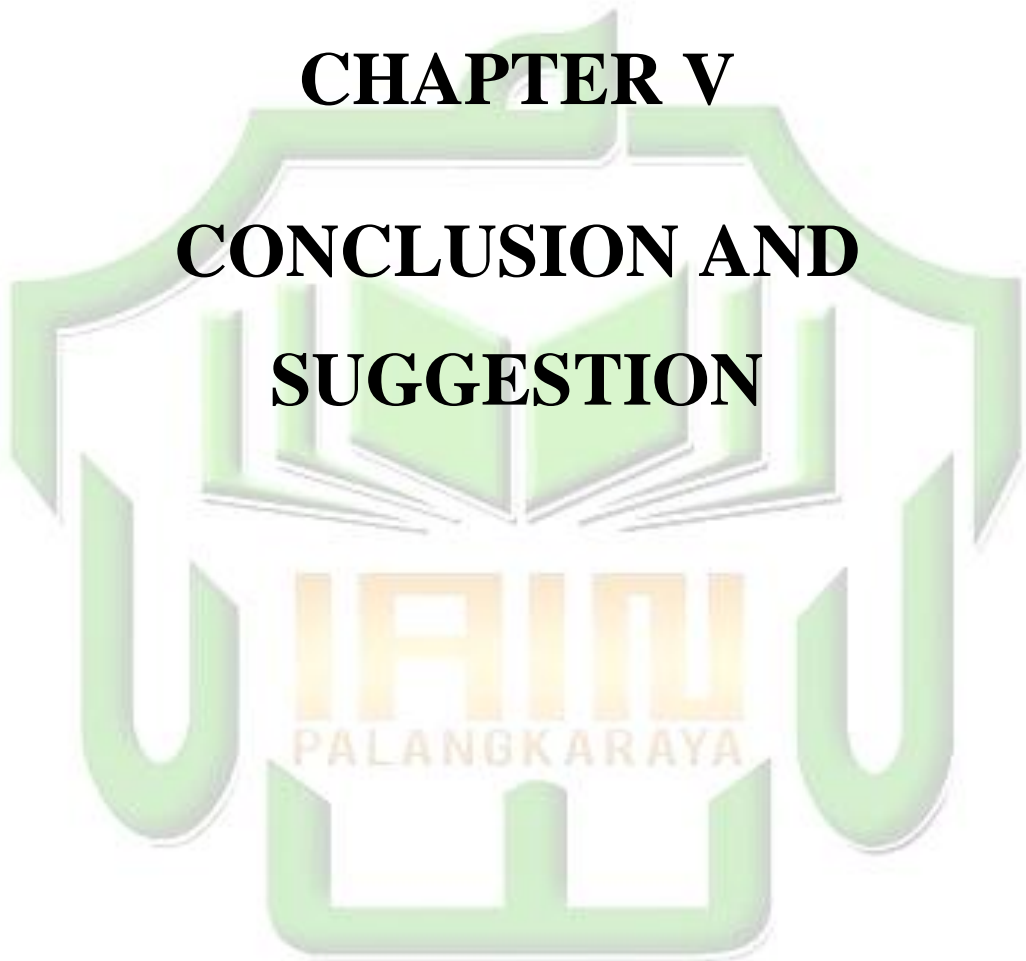
There were some possible reasons why estafet writing strategy was effective in writing skill. First, estafet writing was very helpful for the students in order to write a text, especially write a narrative text. It was because in a narrative text, the students should develop some arguments to convince their writing. By using this strategy the students will

share the information to others. So, it was easy for them to find the ideas that will be developed in their writing. Besides, the students were more interested in the class because this strategy involves all of the students. Each of them had duty to share ideas and information to other students in order to write a narrative text.

Second, estafet writing was a strategy that can be used by the teacher in teaching writing especially in teaching a narrative text. Before using estafet writing strategy, the teacher should know well how to use this strategy. So that the teacher can explain clearly to the students what they are going to do in using this strategy. In teaching writing, the teacher was suggested to use this strategy because can helps the students generate ideas and organize it into a good writing. Besides that, by using this method the teacher will give opportunity to the students to share their ideas to others. Then, the teacher should create the good atmosphere in the process of learning to make class become more interesting for the students. In addition, the teachers were suggested to handle the time allocation during the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the information about the conclusion of the research and suggestion. The explanation of each point will be presented as follows.

A. Conclusion

Based on the research problem and data analysis, the Researcher will be answered the question research such as:

1. The study revealed that there was a significant difference on students' achievement in writing text between using estafet writing strategy and using lecturing strategy. It can be proved from the result of t-value using SPSS found that H_0 was accepted. It was found t_{score} (4.216) was high than t_{table} (1.671) in the significance level of 0.05. It could be interpreted that alternative hypothesis (H_a) was rejected. It meant that using estafet writing strategy was effective to teach writing narrative text at the tenth graders of SMAN 4 Palangkaraya.
2. Based on the questionnaire result with 15 questions and 30 respondents from experiment class that using estafet writing strategy. The respondent had positive respond in help find creative ideas 73.33%, improve student learning 56.66%, good communication 70% to use estafet writing strategy in writing narrative text.

B. Suggestion

Regarding to the results of the study and the conclusion, some suggestions are proposed to increase the students' writing ability below.

1. To the English teachers

Teaching English is difficult, so to make the students interested in this subject, the teacher should use various methods in teaching writing. Teacher can choose an appropriate method based on the situation. Since this research shows that estafet writing strategy is better than lecture technique for teaching writing, it is recommended for teacher to use estafet writing strategy in teaching writing.

2. To the students

The students are suggested to continue this activity. They should always have a good motivation and participation in learning process. It will be very useful for them in improving their writing ability. The students should always practice writing some sentence to paragraph until become a text to build their writing habits, one of the ways is by using estafet writing strategy.

3. To other researchers

This study is aimed at investigating the effect of estafet writing strategy in writing. Since this study quantitative research, it is recommended to other researchers apply quantitative paradigm to have the better and deeper analysis.

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